

Report  
of the  
Massachusetts State Police  
Academy Commission

March 2006

# Massachusetts State Police Academy Commission

March 30, 2006

Colonel Thomas G. Robbins  
Superintendent  
Massachusetts State Police  
470 Worcester Road  
Framingham, MA 01702

Dear Colonel Robbins:

The Massachusetts State Police Academy Commission, established in October 2005, has completed its report outlining our findings and recommendations regarding the selection, screening and training of Massachusetts State Police officers. It is my pleasure to transmit our findings and recommendations to you today.

Commission members took our charge very seriously. The mission of the Massachusetts State Police is critical to the safety and liberty of the people of Massachusetts. Few aspects of the MSP's operations are more mission-critical than the selection, screening and training of its members. The safety of the citizens of the Commonwealth and of the troopers who protect them depend on the skills and competencies developed through effective training and education.

The Commission believes that the report represents a thoughtful analysis of the issues and challenges facing the Massachusetts State Police in the field of police training and education. During the course of our work, we interviewed members of the Department to obtain information relevant to their experience as a recruit, instructor or commander. We reviewed numerous documents including manuals and scholarly articles relating to the training of police and military organizations. In addition, we contacted other agencies to learn of their best practices and observed, first hand, the Department's training program at New Braintree.

Each member of this Commission contributed to the examination of the philosophy, goals and methodology used to select and train the Department's officers. Collaboratively, we synthesized the new data and ideas that form this report.

It is also important to note the boundaries of the charge given to us. As you directed, we did not investigate any allegations of improper behavior associated with the training program of the 78<sup>th</sup> Recruit Training Troop. We are not duplicating the work of

the Internal Affairs Section. As previously stated, our assigned responsibility was to conduct a management review of the Department's selection and training programs and their impact on related Department public safety operations.

We realize that implementation of our recommendations may, in some instances, require that additional resources be provided to the Department. It should be understood that creating a process that meets the best practice standards for law enforcement training will come with associated costs. The failure to make needed improvements in the selection and training processes will also have associated costs that will appear further down the line of the law enforcement continuum. On balance, the Commission believes that the price of failure will be much higher than the price of implementing these recommendations.

I would like to thank you for the complete cooperation we received from the Department. In particular, the dedicated work and skill of Captain William Murphy was invaluable in the completion of our work. Captain Murphy helped us maintain the pace of the inquiry through his expert insights and exhaustive staff work. We also recognize the effort and expert contributions made by Commission member John Halstead. John went above and beyond his duties as a Commission member to conduct research and analysis that frame our key findings and recommendations.

It is the fervent hope of the entire Commission that this report will assist the Massachusetts State Police in maintaining its reputation as an exemplary law enforcement agency and attaining its goal of becoming the national model for law enforcement training.

Sincerely,

Kevin M. Burke  
Chair

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# Executive Summary

## Background

Colonel Thomas G. Robbins formed the Massachusetts State Police Academy Commission in October 2005 to examine the Department's selection, screening and training processes with a special emphasis on the State Police Academy at New Braintree, MA. The Commission moved with deliberate speed to provide the Superintendent a thorough examination, whose findings and recommendations could be incorporated in a timely manner in departmental selection, screening, training and education operations.

In late August 2005, the Department became aware of allegations involving violations of training protocols by some staff during the 78<sup>th</sup> Recruit Training Troop session. While an internal inquiry and subsequent investigation were conducted, Colonel Robbins formed this Commission to review Academy training policies and practices. This report is the result of Colonel Robbins's initiative.

The nine-member Commission conducted its inquiry between October 2005 and March 2006. In this time, the Commission found that a thorough examination of State Police Academy training would involve factors inside and outside the New Braintree facility as training in a public sector organization is influenced by a myriad of factors.

The scope of activities involved:

- interviews with police and military training agencies, institutions, and individuals outside of Massachusetts and current and past members of the Massachusetts State Police;
- a site visit to the New Braintree facility;
- the review of the police training literature and numerous additional documents;
- frequent Commission meetings to discuss findings and develop recommendations.

Information collected during the Commission's activities is presented in the main body of this report, followed by findings and recommendations that respond to Colonel Robbins's original charter.

In its inquiry, deliberations and development of recommendations, the Commission was mindful of the very real resource constraints faced by the State Police. However, in its recommendations the Commission did not treat these constraints as limits. Rather, it may be up to various policy-makers to decide whether resources needed are provided to implement some recommended reforms. We believe our recommendations are comprehensive, sensible, practical and feasible. We took as our charge from Colonel

Robbins the duty to provide recommendations that seek to optimize training practices and associated Departmental operations.

## Findings

The Commission found that roles in the training chain of command of the State Police Academy are ill-defined and result in confusion, inadequate communications and poor oversight of Academy training operations. This situation is exacerbated by the fact that the Department does not have an external and independent review process in place to ensure quality of training. The Academy is also geographically and administratively isolated from the Department and operates in a semi-autonomous manner. While not inappropriate, this isolation requires extra effort to ensure that effective communications and oversight between the Academy and State Police Headquarters are maintained.

The Commission found that Academy training staff members are not provided the proper training and education to design and run a cutting-edge program. The majority of the Academy training staff are professionals who are sincerely dedicated to their work. Key personnel have extensive police experience. Yet academy staff have not received the support necessary to enable them to conduct the highest quality training and education programs. They need and deserve expanded training and professional development support. Finally, in terms of recruiting and retaining Academy staff, the remote location of the Academy discourages some highly qualified instructors from seeking assignments at the Academy.

The State Police have developed published policies and procedures that guide most aspects of the training regime. In the case of the 78<sup>th</sup> R.T.T., the acts as alleged are inconsistent with published training policies and procedures.

The quality of recruit medical care provided at the State Police Academy is excellent. It is designed and implemented to prevent injury and protect recruit health and fitness.

Academy and Department published policies and procedures emphasize the need for leader development but, in fact, the Department does not make a sustained commitment to leader development. The absence of a long-term plan and appropriate resources makes the identification, training, education and socialization of potential future leaders haphazard.

The Commission concludes that the majority of recruits resigning in the first days of training do so in part because of shortcomings in the Department's selection and screening process. The process does not adequately screen out candidates who lack the abilities and commitment necessary to complete the training process. Individual exit interviews from the 76<sup>th</sup> and 77<sup>th</sup> R.T.T. conducted with each resigning recruit and reviewed in their entirety by the Commission revealed no reports of abuse. Rather, a lack of physical and psychological preparation was most commonly cited as the reason for resignation. The flaws in the selection and screening process also encourage the misuse of medical deferments as a means of pushing unqualified candidates forward

into future classes (sometimes more than once) taking scarce training seats from better qualified personnel.

The stated goal of the Department's training program is to prepare recruits for the unique demands that will be placed on them as Massachusetts State troopers. The goal promises to develop each trooper with self-confidence, pride, competence, esprit de corps, identification with the organization, internalization of MSP's core values, and a sense of accomplishment. While the training program generally achieves this goal, it does not conform to its own training plan by failing to transition effectively between the training phases. Rather, Academy training starts and remains an overly directive and command and control environment rather than transitioning between phases. A properly-phased approach would allow recruits to achieve progressive degrees of autonomy and responsibility. The current use of gigs and demerits as a disciplinary tool is excessive. It frustrates their intended use as a means of effectively communicating deficiencies to recruits and identifying candidates who should be discharged from the Academy.

The Commission found that the Academy operates under the assumption that the selection process is flawed and that Academy training must serve as a continuation of the selection process, to catch the errors. The staff expects high attrition. The Commission understands why the staff makes this assumption.

The Field Training program is not integrated into the overall screening, selection and training process. The Field Training program as currently conducted has failed to meet its original purpose as a key phase of selecting and screening candidates for permanent appointment to the State Police.

Given the unique requirements of the State Police role, the Commission affirms the development and implementation of stress exposure resiliency training as a means of developing recruit leadership abilities, self-confidence and other necessary qualities. The commitment to stress exposure resiliency training is a critical element of the Academy and Department socialization plan and it replicates the job requirements of a Massachusetts State trooper.

The Commission also found that the current practice of sporadically testing and subsequently training exceptionally large recruit classes due to budget/resource constraints has severe negative consequences for the quality of Academy training and the Department.

## Recommendations

Based on the above findings the Commission makes the following recommendations in seven key areas:

### A. Academy Management and Department Leadership

- Clarify training chain of command roles and organizational relationships.
- Increase and maintain managerial contact and effective communication between top leadership and the Academy's management and staff.
- Create an independent external audit team consisting of police training experts who would periodically review Academy operations. This would ensure program quality and adherence to established and proven training doctrine.
- Create the position of quality control officer at the Academy and assign a senior officer to this position. The duties would include:
  - ensuring the quality of daily operations;
  - making recommendations for improvements in training;
  - serving as an ombudsman for recruit and staff issues;
  - periodically addressing recruits to provide an overview or purpose to the training process;
  - reporting directly to Department leadership if necessary.
- Constantly and continually seek to identify and incorporate appropriate best practices in police recruit training into the Academy's training program.
- Where applicable include the intent and substance of the Commission's report into pertinent Academy manuals, rules and regulations, and policy and procedure statements of the Massachusetts State Police.

### B. Academy Staff

- Provide appropriate incentives to increase the number of instructors willing to serve at the Academy.
- Expand the training of Academy staff to include:
  - stress awareness as a factor in personal well-being and as an important component in recruit training;
  - cross disciplinary training,
  - team building;



- educational/training theory with an emphasis on the effective implementation and goals of stress exposure resiliency training.
- Incorporate experts in various fields from outside the Department in the creation of professional development programming for Academy staff and in the continual improvement of the recruit training curriculum.
- Commit the resources necessary to develop, implement and maintain a professional organizational staffing plan for the Academy.
- Design and implement an improved process for the selection and preparation of the most qualified Massachusetts State Police troopers to serve on the Academy staff.

### C. Leader Development

- Develop a long-term commitment beginning with recruit training to identify, train, educate and encourage future Department leaders. Such a system should include progressively more demanding job assignments, institutional training and education and opportunities for self-directed study.

### D. Selection and Screening

- Undertake an extensive systems review of the current selection and screening process to reduce Academy attrition. Develop and implement a more effective process that removes unqualified recruits as early as possible.
- Make the oral board interview a relevant and effective step in the selection and screening process.
- Examine raising Academy admission physical fitness standards to reduce the number of candidates who resign or claim injury due to the demanding physical activities in the Academy training.
- Develop and implement a one-week live-in orientation program for potential recruits that recreates and accurately illustrates the demands of the Academy. This activity would better prepare candidates for the realities of the program and provide them with the opportunity to make an early, informed decision regarding their attendance and participation in the training troop.
- Use medical deferments only when a recruit is injured during training and not as a means to provide extra time for an otherwise unqualified recruit to prepare for the training program.

#### E. Recruit Training

- Adopt a multi-disciplinary team teaching approach to Academy instruction. Combine academic and drill instructor responsibilities thereby eliminating the current functional division and reducing friction within the Academy staff.
- Create a system for motivating recruits and providing them real-time feedback on their progress. Replace or improve the gig/demerit system as a disciplinary and motivational tool and as a means to identify candidates failing to achieve Academy standards.
- Improve the effectiveness of the Field Training process by dividing the training and evaluation functions into two separate positions and sets of activities.
- Provide Field Training Officers, Troop Coordinators/Evaluators, and the Field Training Administrator with the resources, organizational support and authority to improve continuously the quality of the Field Training program.

#### F. Stress Exposure Resiliency Training

- Eliminate the term “modified stress training” and replace with a term that more accurately and precisely reflects the goals of this portion of the training program. The Commission recommends “Stress Exposure Resiliency Training.”

#### G. External Factors

- Conduct candidate testing every three years.
- Determine the optimum Academy class size to conduct the highest possible quality training by using the smaller of two numbers: the previous year’s attrition of troopers caused by retirement and disability or the capacity of the Academy.
- Conduct sufficient annual classes to produce the required numbers of high quality troopers to maintain State Police strength.
- Secure the resources needed to conduct tri-annual candidate testing and annual training classes by creating a separate recruitment, selection and training budget.
- Establish career-long physical fitness standards for Massachusetts State Police troopers.
- Take the steps necessary to allow the use of polygraph tests as part of the screening process as used in many other states.

# Overview and Context: Selection, Training and the Mission of The Massachusetts State Police

Colonel Thomas G. Robbins established the Massachusetts State Police Academy Commission in October 2005 in response to reports of alleged violations of training protocols during the training program of the 78<sup>th</sup> Recruit Training Troop that initiated training operations on June 27, 2005. The purpose of this Commission was not to conduct a criminal or administrative investigation regarding these allegations. This Commission was formed to conduct a management review of the policies, procedures and methods used by the State Police Academy to determine if current selection, screening and training procedures are effective in producing officers willing and capable of fulfilling the mission of the Massachusetts State Police.

It quickly became apparent that the Commission's mission was too narrowly constructed given the complexity of selecting and training police recruits for a large state police organization. The Commission realized that its mandate to examine the Department's recruit training program could not be separated from the Department's broader mission and operations. Therefore, the Commission broadened its scope of inquiry. The sections below discuss the extensive strategic, operational and systems analyses that the Commission conducted to examine the interrelatedness of the Academy's training mission and the Department's public safety operations.

To this end, the Commission examined the State Police training process by:

- developing an understanding of the State Police mission;
- exploring the recruit selection, screening and training process;
- investigating how these issues combine to affect the Department's public safety mission.

The Commission's efforts included a critical examination of the philosophy and effectiveness of the modified stress training program. We weighed the value of this practice in light of the Academy's training goals and the Department's mission. While the Commission was not mandated to examine any allegations of misconduct, the Commission quickly determined that an understanding of the nature of these allegations would frame an examination of the Academy's operations to ensure that procedures and practice are congruent and to see how both individual staff members and supervisors routinely comply with all applicable training directives.

To fulfill its mandate, the Commission conducted numerous interviews, examined extensive documentation and relevant literature, and contacted other public safety agencies to learn of their strengths, weaknesses, philosophies, and training practices.

The Commission also relied on the expertise of its members. The nine members possess significant credentials and experience in the public, private and social sectors including law, law enforcement, education, management, leadership and the military.

## I. Public Safety Operations

The Massachusetts Department of State Police was created in 1865, making it the oldest statewide law enforcement agency in the nation. The Department currently consists of approximately 2,300 sworn officers and 400 civilian support staff. Its mission:

“As the principle statewide law enforcement agency in the Commonwealth, the Massachusetts State Police, in partnership with local communities, shall provide for the public safety by providing quality policing directed at achieving safer roadways and reducing crime through investigations, education and patrol services and by providing leadership and resources during natural disasters, civil disorders and critical incidents.”

The Department’s statement also addresses its place in a democratic society:

“The Department of State Police, in cooperation with the Executive, Legislative, and Judicial branches of government, shall ensure that justice in a free society is perpetually prevalent.”

The Department’s Policies and Procedures manual lists the following organizational values:

- Maintenance of the highest standard of integrity and ethics.
- Excellence and teamwork in the performance of duty.
- Protection of Constitutional rights.
- Problem solving for continuous improvement.
- Continuous planning for the future.
- Performing public service and law enforcement tasks so as to provide leadership to the police profession.

### A. State Police Structure

The Department is tasked with a wide variety of responsibilities in the performance of its public safety mission. To accomplish these tasks, the Department is divided into four administrative units: the Divisions of Field Services, Investigative Services, Standards and Training and Administrative Services.

Relevant to this inquiry, the Academy and its recruits are part of the Division of Standards and Training where they train as a group. Upon successful completion of his or her collective Academy training program, all newly appointed troopers are assigned

to a Field Training Officer within the Department's largest division, the Division of Field Services. Here the recruit works one-on-one with a senior patrol officer to further his or her State Police training.

The Division of Field Services consists of more than 1,000 officers providing uniformed public safety services in every city and town of the Commonwealth on a 24-hour basis 365 days of the year. These officers are assigned to one of five Field Troops, excluding two specialty Troops that patrol the Massachusetts Turnpike (Troop E) and Logan International Airport (Troop F). For field training purposes, recruits may be assigned to patrol stations from Yarmouth on Cape Cod to Lee in the Berkshires. Depending on the assignment, a probationary officer may train in a traffic enforcement role; provide police services in an urban setting or in rural towns that lack adequate police services, or a combination of both.

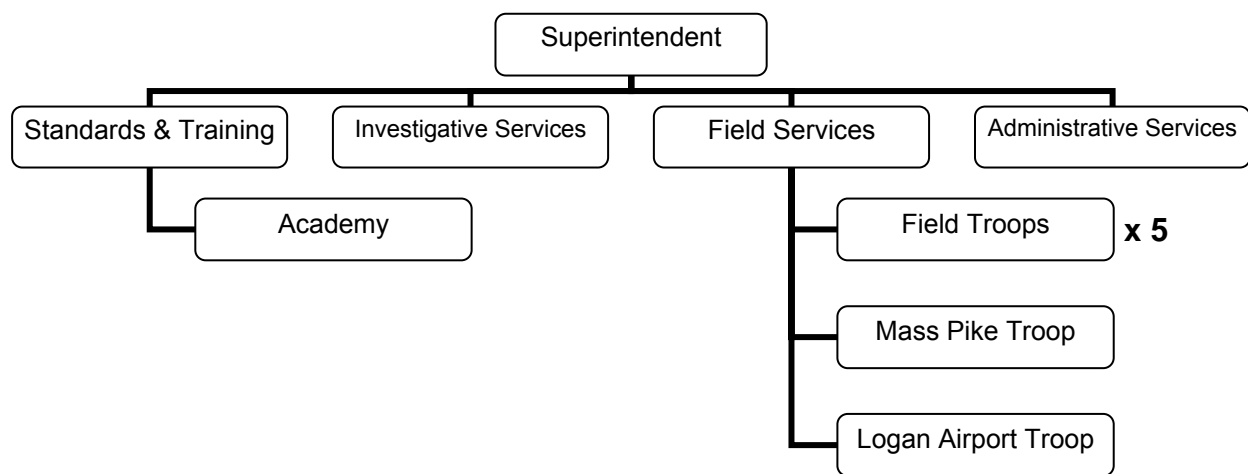


Figure 1. Organizational Table for the Massachusetts State Police

## B. State Police Operations

Upon assuming the full responsibilities of a Massachusetts State trooper, an officer initially remains in the Division of Field Services. The Division's public safety responsibilities include law enforcement activities in urban, suburban, and rural environments as well as highway patrol. With experience, a trooper may move into a turnpike patrol function with Troop E or the highly specialized anti-terrorist security mission of Troop F at Logan Airport. On duty, a trooper often experiences a rapid transition from working in a small rural town without an organized police department to patrolling a major interstate highway or working in a diverse urban environment. Reassignments can be made with little notice and troopers are expected to adapt successfully without receiving additional training. This situation does not prevail in any other police agency in Massachusetts.

The larger Troops have as much difference between their individual stations as they do with other Troops. Chronic personnel shortages continually plague the Department,

often forcing troopers to perform “guest patrols” in other station areas. Again, despite dramatically different environments, they are expected to perform effectively. During a four-day work cycle, a trooper may work at three different stations. Although several of the larger departments in Massachusetts have a version of this situation, none are as dramatic as that experienced by the State Police.

One of the Department’s greatest attractions is the ability to move laterally within the Department. It is also one of its greatest challenges. A trooper may transfer to a new specialty assignment before training is available to meet operational requirements. Again, the trooper must adapt using skills learned in Academy, field training, and operational assignments to contribute to the new work group.

Trumping all assignments are critical events that occur periodically and require a response by all troopers regardless of their regular assignments. If an event is unexpected, troopers must quickly respond and organize, absent any significant prior planning, to perform as an effective unit. If anticipated, troopers are often required to work extra hours preparing and then executing special details. Regardless, this extraordinary job requirement adds extra stress and training requirements to the role of State Police officer and demands high levels of flexibility.

### C. Common Themes: Self-Reliance and Confidence

Due to the size of the Massachusetts State Police and the geographic area it covers, patrolling alone and delays in backup response are commonplace. Consequently, trooper training must build self-reliance and test recruits in a controlled environment where they can recognize both their strengths and weaknesses while learning to respond appropriately in stressful and demanding situations. While this is an undesirable situation created by inadequate staffing levels, it calls on indispensable qualities of the state trooper. The experience reinforces the individual trooper’s belief that he or she can adapt and overcome even in the most dangerous and unfamiliar situation. Likewise, the vast array of critical jobs and the unpredictable nature of police work require a flexible and adaptable police officer capable of accomplishing the mission. This becomes especially important in a resource-constrained environment common to all public service organizations.

Given this situation, it is important to understand the unique nature of state police work and from it determine the skills, knowledge and personality traits required. Although often used as a cliché, a thin blue line exists for a State trooper where there is no option but to succeed. How then should a state trooper be trained?

## II. Candidate Selection and Screening

Systems, rules and regulations provide a large degree of control over any organization. However, an organization’s personnel ultimately decide how effective and efficient the organization is to be. Internal controls provided by the New Orleans Police Department did not keep their officers on the job in the aftermath of Hurricane Katrina. Rules,

regulations and laws do not prevent the occasional police officer from succumbing to criminal activities. But properly selected, trained and led, people provide the mortar that holds an organization's rules and systems together. Hence, the selection of individuals for training as Massachusetts State Police recruits is arguably the single most important function that the Department performs. The Department invests a great deal of effort and resources in this process. It can take from four to six months to ensure that all Academy recruits have successfully negotiated every step in the selection system. This process is linked directly to how well the Massachusetts State Police perform in ensuring the safety and security of both the Commonwealth and its citizens. At the completion of training, each new trooper is supplied with a weapon and the authority to deprive fellow citizens of life and liberty in the performance of his or her duties. Even though the present system of candidate selection and screening has historically produced professional and competent officers for the Department, the Commission examined the entire selection and screening process because it is the larger process that feeds into Academy training.

#### A. Step One: The Written Examination

Competition for admittance to the State Police Academy is intense. More than 14,000 applicants took the most recent written examination for the Department on June 29, 2002. Of 14,000 examinees, approximately 11,000 (80%) received a passing score. From this list, approximately 1,000 candidates with the highest written grades participated in the screening and selection process for the 77<sup>th</sup> and 78<sup>th</sup> Recruit Training Troop or are currently in the selection and screening process for the 79<sup>th</sup> class that begins in April 2006. Given the level of competition and length of time that this list has existed, a cut-off score of 97% was used for the 77<sup>th</sup> R.T.T. and 96% for both the 78<sup>th</sup> and 79<sup>th</sup> R.T.T.'s. This translates to 311 recruits graduated from the 77<sup>th</sup> and 78<sup>th</sup> R.T.T.s and another approximately 200 candidates preparing to begin training in April 2006 with the 79<sup>th</sup> R.T.T.

#### B. Entrance Requirements

To continue participation in the selection process the applicant must possess certain qualifications to include:

- having either a high school diploma or G.E.D;
- having the ability to obtain a valid Massachusetts firearms license;
- be between 19 and 34 years old on the last application filing date.

Passing a/an:

- entrance examination (written examination listed above)
- medical examination
- psychological screening
- physical fitness test
- background investigation
- oral board interview

- being a United States citizen upon appointment to the Academy;
- possessing a Massachusetts driver's license;
- being a Massachusetts resident prior to Academy graduation.

### C. Selection and Screening

If an applicant possesses the above required qualifications and has received a sufficiently high score on the written exam, the Department begins a five-phase screening and selection process that includes the medical examination, psychological screening, physical fitness test, background investigation and oral board interview. In a perfect world, all candidates would proceed through the process in a standardized manner that would place the simplest and least expensive events first saving the complex, expensive events, like the background investigation, for last. But the realities of time and budget constraints force the Department to process applicants in an unpredictable and at times haphazard manner.

### D. Medical Examination

For admittance to the State Police Academy, each candidate is required to undergo a comprehensive physical examination conducted by Health Resources of Woburn, MA, a contract firm. The standards are rigorous and explained in great depth in Medical Fitness Standards for Initial Appointment to the Massachusetts State Police. Each candidate must pass their physical exam to proceed into the next step of the selection and screening process.

### E. Psychological Screening

The Department's psychological screening process involves two phases for all candidates and a third for some. In the first phase, all candidates are given two multiple choice written examinations – the Inwald Personality Inventory and the Boston University School of Medicine Personality Inventory. Each candidate then moves on to Phase Two that consists of a Rorschach Ink Block Test and a structured interview with a psychologist who refers to the results of Phase One testing. Phase Three applies to those candidates that are rejected based on the Phase One and Two results. Rejected candidates are given the opportunity to appeal this finding by participating in an interview with a private psychiatrist and having the results of that interview forwarded to the Department for consideration.

### F. Physical Fitness Testing

The first phase of physical fitness testing is composed of two validated physical performance selection tests that evaluate the participant's capabilities to meet the physical demands of a Massachusetts State Police officer. The first scenario simulates chasing and subduing a suspect. This requires candidates to run short distances between stations as they negotiate a timed course that includes climbing three steps,



crawling through a 48-inch tunnel, negotiating a three-foot barrier, pushing a 150-pound sled three feet, running down an inclined ramp as well as pulling and positioning a weighted pulley. The second scenario is designed to represent exiting a vehicle, moving quickly to an accident scene, and rescuing/removing a passive/unconscious person. In addition to running short distances between stations, this scenario requires candidates to negotiate a 3.5-foot wall, climb five steps twice, crawl through a 48-inch tunnel, run down an inclined ramp and drag a 165-pound rescue dummy 25 feet by a rope handle to the finish line.

In the aerobic portion of the physical fitness entrance exam, applicants are required to run 1.5 miles at the 40<sup>th</sup> percentile for their age and gender group based on the Cooper Institute standards to obtain a passing grade.<sup>1</sup>

### G. Background Investigation

The Commission examined in some detail the Department's background investigation process. This is the most complex and costly aspect of the selection and screening process. It appears to be the most effective step. However, due to time and resource constraints, it often takes place prior to other less expensive and complex tasks.

The Department employs a number of qualified and dedicated investigators that adhere to detailed policies and procedures during their investigations. Criteria for retention or removal recommendations are published and followed. Investigations, depending upon a candidate's history, can run from one week for a routine investigation and up to several weeks for a more involved and complex situation. At the conclusion of the investigation, there is a process in place requiring the review of the results by a panel of three commissioned officers.

### H. Oral Board Interview

Oral board interviews are conducted throughout the selection and screening process. Boards consist of three uniformed officers and, because of the large number of candidates that must be processed, there may be concurrent boards operating with different members. Perhaps to control for this, the current oral board interview consists of a uniform six questions and two subjective criteria (appearance and verbal expression). The actual questionnaire is in Appendix B.

Candidate responses on decision-making abilities are scored according to the following criteria:

- 1-3 points      Shows little understanding of the importance of decision-making, lacks decision-making experience;

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<sup>1</sup> The Cooper Institute, *Procedure and Sequencing of Physical Fitness Tests in Law Enforcement*, Available at <http://www.cooperinst.org/shopping/lawstand2.pdf>, Accessed on February 15, 2006.

- ▶ 4-7 Shows some understanding of the importance of decision making, possess some decision-making experience;
- ▶ 8-10 Shows full understanding of the importance of decision making; possesses concrete decision-making experience.

Appearance is rated as follows:

- ▶ 1-3 points Candidate did not appear in business attire as instructed and lacked a professional presentation;
- ▶ 4-7 Candidate appeared in business attire as instructed, with a somewhat professional presentation overall;
- ▶ 8-10 Candidate appeared in business attire as instructed and had thoroughly professional presentation overall.

Verbal expression is rated as follows:

- ▶ 1-3 points Responses were not clear and concise; thoughts were not expressed in an organized manner;
- ▶ 4-7 Responses were sometimes clear and concise; thoughts were expressed in a somewhat organized manner;
- ▶ 8-10 Responses were consistently clear and concise; thoughts were expressed in an organized manner throughout interview.

Each member of the interviewing panel individually rates the interviewee on the above scale for each response given and the two subjective criteria. A perfect score is 80. At the conclusion of the scoring phase, the panel's three individual scores are averaged and this number represents the candidate's final oral board score.

### III. State Police Academy Training Operations

The Massachusetts State Police takes pride in its belief that it is an elite law enforcement agency capable of responding decisively to any situation. The men and women of the agency share this belief. They possess a strong esprit de corps rooted in tough and demanding training as well as hard work carried out in difficult environments. The Department's training protocol has evolved through the years and continues to support the agency's mission, goals and values. Specifically, the Academy training program is purposefully challenging and difficult. It is designed to prepare recruits for their roles as troopers. Understanding this, the Commission sought to examine whether the Department should make changes in their training program to better meet their needs.

#### A. Training Philosophy, Culture and Values

The Academy's staff manual for training describes leadership development and problem solving as cornerstones of the Academy's training philosophy. It states that training

methods in conflict with these tenets will not be tolerated. Training guidance further states that positive reinforcement will be the preferred training method in influencing recruit behavior while it acknowledges that corrections and trainer feedback are essential elements in learning.

The Academy has long possessed a culture committed to training highly motivated, dedicated, confident and self-reliant Massachusetts State Police troopers. In achieving this end, the Academy posits a set of values captured in the acronym PRIDE standing for:

- **P**ublic Service
- **R**espect
- **I**ntegrity
- **D**iscipline
- **E**quality

## B. The State Police Academy

The Massachusetts State Police Academy, since 1992, has been located on 780 acres in rural New Braintree in central Massachusetts. The compound consists of more than 20 buildings that contain classrooms, a dining facility, firearms range, sleeping quarters, physical plant and gymnasium. A small housing community, dubbed Circle Drive, is used as additional office space and for realistic training exercises. The property boasts its own water treatment plant and well field that supply both the compound and the local grammar school with water. A fully certified confidence course, with both high and low elements, is part of the training facility. The Academy hosts outside agencies, such as the Drug Enforcement Administration and the Environmental Police, which have staff and office space on-site.

All recruit training is based here. Recruits attend a 26-week, modified stress, live-in academy, consisting of more than 90 different courses of instruction. The day begins at 5:30 A.M. with physical training. The recruit then attends academic courses from 9:00 A.M. until 8:00 P.M. Recruits then have study and personal time until lights out at 9:30 P.M. All classes, with the exception of driver training and water safety, are conducted in New Braintree. Each week, recruits are released on Friday evening to go home, and return on Monday morning.

The Academy also conducts in-service training and firearms requalification for veteran State Police officers. The Academy provides professional development courses that are designed for, and offered to, the public safety community at little or no cost. The State Police also partners with the American Legion to provide a one-week, live-in, mini-academy known as the Student Trooper Program offered to high school students, 15 to 17 years old, who are in good scholastic standing, and good physical condition. This program is an intensive course patterned after the actual recruit class and is not a summer camp.

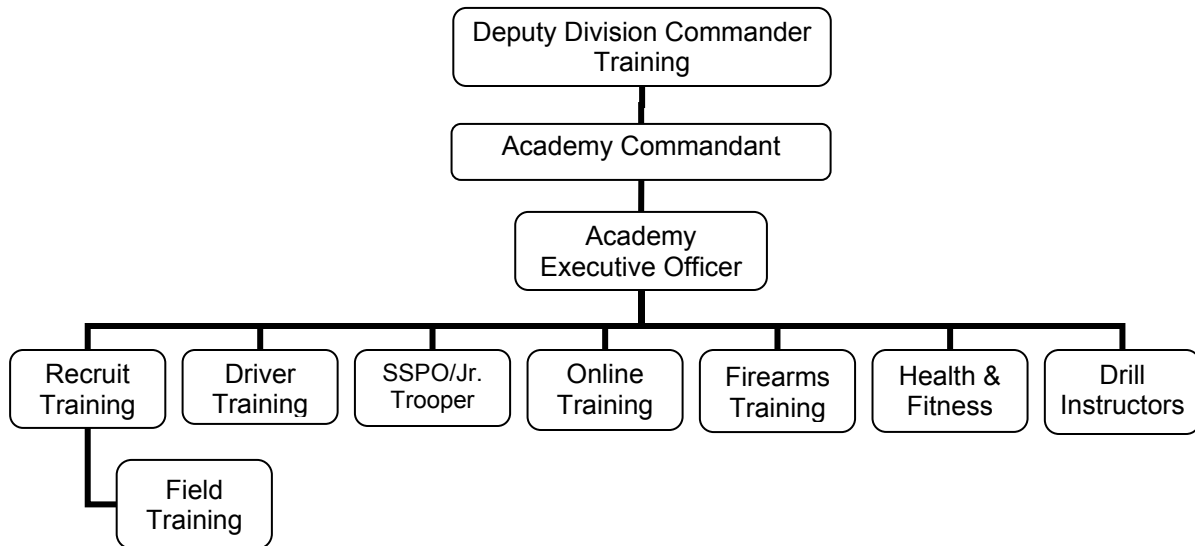


Figure 2. Current Organizational Table for the Massachusetts State Police Academy

### C. State Police Academy Management and Staffing

The State Police Academy is administratively located within the Division of Standards and Training. A commissioned officer holding the rank of Major and designated as the Deputy Division Commander – Training within the Division of Standards and Training is located on-site at the State Police Academy in New Braintree. This officer's function is to oversee all forms of training performed by the Academy and whose responsibility is not limited to only the basic training of State Police recruits. The Academy is commanded by a commissioned officer holding the rank of Captain or Lieutenant (Lieutenant in the case of the 78<sup>th</sup> Training Troop) and is responsible for the supervision of all training personnel (sworn and civilian) assigned to the Academy. There are a number of other sworn positions within the Academy including the Academy's Executive Officer and others managing specific tasks associated with the Academy's operations. These include In-Service Training, the Director of Training, Health and Fitness Director and other sub-units.

### D. Academy Training Curriculum

The published training plan and supporting documentation state that the Academy training program is divided into three phases. Each phase is informed by established timelines and goals.

The first phase is designed to be developmental, with recruits subjected to stressors while being closely supervised by Academy staff. Team-building and problem-solving skills are introduced during this phase and recruits are expected to comply with all lawful orders, applicable rules and regulations. The length of this phase of training is not

intended to exceed eight weeks without written approval. The specific length of this phase will be determined by the Commandant based upon overall class performance.

Phase Two is best described as a transitional phase. Recruits are encouraged to become more independent while still functioning under the supervision of Academy staff personnel. Teamwork is the foundation for the success of many tasks and recruit discipline is expected to be generated from within the recruit training troop and the individual trooper.

During the final phase of training, the use of role-playing and scenario-based training is expanded greatly. Academy instructors modify their lesson plans to focus on participatory exercises providing each recruit with the opportunity to demonstrate proficiency with the knowledge and skills they have gained.

#### E. The Drill Instructor Staff

The drill instructor is the first Academy staff member a recruit sees. He or she is the staff member most visible to the recruit throughout the training process. Unlike a classroom instructor, the drill instructor interacts with recruits under stressful circumstances that are often unprecedented in the recruit's experience. The drill instructor, then, is arguably the most influential and significant Academy staff member that many recruits will encounter during their training. Drill instructors will, in many cases, either deliberately or unintentionally become role models. Consequently, drill instructor behavior during recruit training serves as an unspoken template of the principles and behavior of future State Police troopers.

Until the late 1980's the Academy staff was not organized by function as it is now. Academy staff members were expected to perform a number of interdisciplinary functions including academic instruction; skills-based training; and military drill and discipline. This approach was undermined by a perception that one person could not effectively embody the role of trainer and evaluator/disciplinarian due to the inherent conflict between teacher/trainer and disciplinarian. To improve the academic portion of the program and to resolve the aforementioned role conflict, the Academy staff was divided into academic and drill instructors. Since that time, the Academy staff has grown considerably in size and expertise. Allowing one staff member to focus on either academics or drill has been fruitful especially as knowledge and skills have become increasingly specialized. The downside is that each staff group has become isolated adopting in some cases an overly restricted or myopic view of the training program and their role in it.

Drill instructors volunteer for their positions from the Department at large. In order to participate in the program, a trooper must meet published qualifications and submit a letter to the Division of Standards and Training requesting consideration for appointment. From the pool of qualified applicants, the State Police Academy Commandant conducts interviews and selects his or her staff. After acceptance, drill instructors receive 40 hours of instruction at the State Police Academy prior to

interacting with the recruit class. The drill instructor course includes classes in ethical leadership, Academy training program overview, physical training, standard operating procedures and drill and ceremony. Selected members of the drill staff also attend the 32-hour Fitforce Fitness Coordinator Course. Fitforce is a comprehensive fitness program for law enforcement agencies that covers training, standards, testing and programming for physical training activities. Lastly, the drill staff generally attends a 32-hour course of instruction from "High-Five" that provides the skills needed to operate the Academy's Ropes Course, a team building/challenge course that uses a variety of high and low obstacles to achieve its learning objectives. Additionally, many drill instructors have trained several recruit training classes and over time have accumulated considerable experience.

Once a recruit class enters the Academy drill sergeants are assigned throughout the training regimen. The Recruit Training Troop is typically divided into three platoons of comparatively equal numbers. One drill staff member is designated as the Troop Leader and is responsible for overseeing the entire troop's training operations as well as supervision of the other drill instructors. As this position is primarily supervisory, the Troop Leader has very limited contact with the recruits. A Sergeant traditionally holds this position, but in the case of the 78<sup>th</sup> R.T.T., this function was performed by an officer holding the rank of trooper.

A second drill instructor, usually the most senior and experienced, is designated as the Senior Drill Instructor. He or she is intimately involved in training operations, has daily contact with the training troop and commands the training troop on a daily basis. Lastly, each platoon is directed by a drill instructor assigned as the platoon leader. He or she is assisted by two additional drill instructors for a total of three drill instructors per platoon.

Normally, a recruit training troop consists of 180 - 200 recruits. In the case of the 78<sup>th</sup> R.T.T., 258 candidates began training on June 27<sup>th</sup>. This additional number of recruits called for the creation of a fourth platoon. However, a lack of additional drill instructor staff prevented this and created an unusually large ratio of recruits to drill instructors.

The vast majority of the drill instructor staff are professionals who adhere to the spirit, rules and regulations associated with the training program. However, their unique role has caused them to become increasingly isolated both culturally and physically from the rest of the Academy's personnel. The drill instructor staff believes, correctly in this case, that they are ultimately responsible for the quality of individual recruits and the class as a whole that will graduate and be sent into the field. This places a tremendous burden on the drill staff and can result in what was described to the Commission as the "Just One More" syndrome. In this scenario, using either personal observations or the results of a formal recruit peer evaluation, some drill instructors begin to believe that the class would be substantially improved if one more recruit, the weakest, would leave the class. This practice can lead to the potential abuse of the training process since there is always a weakest individual in any group.

The role of drill instructor is a profoundly important task for the health and success of the Massachusetts State Police. As a result, a drill instructor is under tremendous pressure to succeed. A professional State Police trooper volunteers to train new recruits in a remote site for six months. They are responsible for taking the end result of an inefficient selection process and identifying those capable and willing to perform as Massachusetts State troopers. Add to this duty relatively limited pre-academy staff training, over-populating the class due to severe personnel shortages, a high recruit to instructor ratio and six months away from home and a drill instructor begins to feel like the Dutch boy with his finger in the dike. The Drill Instructor program is viable, but like other facets of this system, it can benefit from changes focused on providing drill instructors with better skills and resources as well as improving the candidate selection process to identify the best recruits to fill departmental vacancies.

#### F. Modified Stress Training

The State Police Academy has traditionally used a method of training that includes imposing modified stress on recruits as part of the training program. This procedure, also referred to as abasement socialization training, is characterized by:

- training in an area separate from the organization;
- giving recruits unique (non-derogatory) titles until they graduate;
- recruits' wearing of different uniforms;
- training recruits in a stressful/demanding learning environment.

This process is particularly appropriate for situations where new personnel have values and goals that may not coincide with those of the organization. An excellent example of this process in action is the movie *Remember the Titans* where football players who embraced the values of racism and sub-group cliquishness were trained to be a unified multi-racial team that won a state championship. Other examples of this process are Outward Bound, a religious order, pre-season athletic team training and military basic training.

As the Commission proceeded, it benchmarked nationally recognized police recruit training curricula and other professional development processes as part of consideration of the efficacy of modified stress training. It was quickly determined that there are no universal procedures or processes. Virtually all police training is delegated to individual states and the equivalent of their Peace Officer Standards and Training (POST) commissions. This allows practices unique to a state to be monitored, trained and recertified as required by local legislatures and communities.

The Commission also found that there is a roughly equal divide between state police academies that use a modified stress or a purely academic approach to training (also referred to as stress and non-stress). Members of the Commission reviewed studies conducted to measure the effectiveness of these two training methods. The research found no difference in post-training job efficiency between the two groups regardless of the training method. Research did show, however, that there is higher job satisfaction in

some areas in the purely academic group<sup>2</sup>. However, the Commission heard from Massachusetts State Police officials who stated that there is virtually no attrition due to low job satisfaction. The Commission believes that stress training is a valuable component of the training regimen. Since such training appears to have no negative impact on trooper job satisfaction, there appears to be no reason to rule out its use. Add to this the fact that stress training reinforces recruit commitment to the Massachusetts State Police and internalization of Department values while non-stress training does not. The Commission believes these factors are absolutely essential given the State Police mission and working conditions and therefore supports the use of stress training.

Building commitment toward and causing the internalization of an organization's values is socialization, the concept of bringing new people into existing groups and organizations in a productive manner. Socialization research lays out both the possible goals and processes to achieve them. Any person entering a new job, work group or organization will learn what the values and behaviors are needed to both fit in and to perform successfully in their new position. Unfortunately, if management does not actively control this process, the new person's coworkers or the individual him or herself will take over, often with disastrous results for the organization.

Regardless of who is responsible for the learning, there are three possible goals: innovation; commitment to the new group; and internalization of the group's values, goals, mission, procedures et cetera. Innovation amounts to selecting the new person because they already have all of the desired behaviors, attitudes and values and inserting them into an existing group. This practice is common in sports when a team hires a new manager or when an organization wants to change directions and new ideas are needed. With the Massachusetts State Police, finding and selecting civilians from the street with the right characteristics, giving them a gun and a cruiser and setting them loose on the Commonwealth is a risky proposition at best. Hence, with recruit selection, striving for innovation is not an option.

However, commitment to the group, the second possible goal of socialization, is relevant. Policing is often a collective activity. As described above, troopers are assigned to various troops and stations throughout the Commonwealth. Although often deployed alone, they must be able to support each other in crisis. This ability allows a sufficient amount of police presence to mass and to deter or arrest dangerous situations thereby protecting citizens.

Likewise, the internalization of the proper values, goals and behaviors allows troopers to function alone, yet act within the boundaries of law and custom. Having police officers with the wrong values is a disaster in a free society. Therefore, the second and third goals of socialization are appropriate for police recruit training.

To achieve commitment and internalization, a number of processes or methods are available, four that encourage commitment and two that build internalization. Processes

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<sup>2</sup> Howard H. Earle, *Police Recruit Training: Stress vs. Non-stress*, (Springfield, IL: Charles C. Thomas), 1973.



that yield commitment are normally characterized by hard work, the premise being the harder one works, the more committed they will be to the group. Processes that foster commitment include:

- individual training programs where a single student works with a mentor one-on-one;
- collective or group training programs where individuals are trained en masse;
- formal training programs with published procedures, goals, outcomes, et cetera that rationally build an understanding of correct behaviors, values and attitudes normally through hard work;
- abasement training programs as described above in the introductory paragraph.

Processes that foster Internalization include:

- formal training programs;
- the presence of positive role models during training.

The intent of the current Massachusetts State Police Academy approach to training is to optimize commitment and internalization through a formal, collective, abasement-oriented program within which handpicked instructors provide correct role models. The Academy experience is then followed by an individual, formal process as recruits work one-on-one with Field Training Officers who act as positive role models.<sup>3</sup>

#### G. Health and Fitness Unit

The State Police Academy invests a tremendous amount of resources and effort in ensuring the health and well-being of the recruits in its care. Guidelines and procedures governing physical activity at the Academy exist and are followed. Any recruit who either reports a medical issue or is observed needing care is immediately taken to the Health and Fitness Unit. Physical fitness training and other forms of physical activity take place in all types of weather and conditions. Inevitably, demanding physical activity results in some injuries. Likewise, mistakes are made by recruits learning and practicing new skills that can and do lead to injuries during the training process. Additionally, large numbers of people living and training in close proximity is conducive to the spread of illnesses. All of these factors combined could cripple a training program if the program were not actively and aggressively managed. The Academy also prevents additional injuries and illness through education and other measures. They provide a solid foundation for each recruit to develop the skills and knowledge necessary to lead a healthy and safe lifestyle upon their graduation from the Academy.

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<sup>3</sup> Howard T. Prince, John F. Halstead, Larry Hesser, eds. *Leadership in Police Organizations*, (Boston: McGraw-Hill), 2005.

## H. Academy Resignation, Dismissal and Deferral Process

The Academy consistently loses approximately 33% of recruits through resignation from the training program. Virtually all of this attrition occurs within the first few days of training and very few if any occurs after the first two weeks. It would appear from testimony heard by the Commission that the single greatest attribute required for success at the Academy is the desire to succeed. Respondents reported that there were times when it would have been easier to quit but that they were determined to carry on. It is also apparent that the vast majority of recruits who resign did so because they are overwhelmed by the program and simply were not prepared for the rigors of Academy life.

The current system applies tremendous resources and effort to getting candidates to the Academy. Due to the historically high resignation rate, the Department is forced to admit an extraordinary number of recruits into the initial phases of the program in order to ensure that it will graduate the required number of officers from the program. These initially high numbers place an inordinate strain and demand on the Academy staff and facility as cited above.

In some cases, there is a middle road between resignation and dismissal when recruits are deferred from the ongoing class and provided the opportunity to attend a later class. This is an effective and necessary procedure to accommodate unforeseen illness, injury or other circumstances when, through no fault of the candidate, he or she is unable to participate in the training troop at that time. However, testimony received by the Commission indicates that in some cases this procedure is used by the Department to defer a difficult decision regarding an individual prior to the beginning of a class. This procedure can also be abused by the candidate. Virtually all of the recruits who receive deferments from the class request them in the first days. Records indicate that on their reappointment to a subsequent class, they either resign or request an additional deferment from that class. Deferments also create an unnecessary burden on Departmental resources as deferred individuals take seats from candidates who are better able to succeed at the Academy.

## I. The Field Training Program

The Field Training program is a critical and often overlooked aspect of the training and selection process that has the potential to have an enormous impact on the basic recruit training program. Once a recruit has graduated from the Academy, he or she is assigned to a Field Training Officer somewhere among the five Field Troops in the Commonwealth. The Field Training program as documented is a thorough and carefully planned program. Conducted in a one-on-one format, this training enhances and expands the efforts of the Academy in preparing officers for the Department. It provides clear and concise guidelines regarding expectations, goals, reporting lines and procedures.

The Field Training program is designed to improve the overall effectiveness and efficiency of the Department. The program is divided into three, one-month segments. Each recruit officer is provided the opportunity to patrol each segment with a different Field Training Officer. During each four-week segment, the recruit officer is rated by his or her Field Training Officer on a daily, weekly and monthly basis. These ratings are forwarded to each Troop Coordinator. The Troop Coordinator then forwards the reports to the Department's Field Training Administrator. The Field Training Administrator directs the program on a statewide basis from the State Police Academy in New Braintree.

# Commission Findings and Recommendations

## I. Commission Findings

The Commission determined that the Department's training program produces competent officers willing and able to fulfill the Department's public safety role, despite the shortcomings that the Commission found in the program's implementation. As with all complex organizations, there is a periodic need to examine with a subsequent opportunity for change. This is one such instance and the Commission's findings are explained below.

### A. Academy Management and Department Leadership

- While key personnel have been selected based on leadership abilities and prior experience on the Massachusetts State Police Academy staff, roles in the training chain are ill-defined resulting in confusion, inadequate communications and poor oversight.

The Department should institute procedures that will identify, select and prepare individuals who are committed to the standards and philosophy of the Department's training program. These individuals should possess relevant and recent training, educational and operational experience. Selected leaders should proactively seek to engage in effective two-way communication to both superiors and subordinates that accurately reflects both current operations and future planning. Due to the functional division of responsibility and the nature of Academy operations, there were at times in the case of the 78<sup>th</sup> R.T.T. where role conflict, confusion, uncertainty, and ineffective communications plagued the training staff.

- The Department does not have an external and independent review process to ensure the quality of training.

Until the appointment of this Commission, the Department had not undertaken any efforts to subject its training program to independent scrutiny and examination, a process that is critical to ensure the continued quality of the program health of the organization.

- The Academy, which is geographically and administratively isolated from the Department, operates in a semi-autonomous manner with inadequate oversight.

Prior to 1992, the Academy was located in Framingham on a compound with other State Police units. This allowed many Department officers to visit the Academy during the course of other business. The present site in New Braintree is geographically isolated from all other State Police operations and generally only officers who have Academy business travel there. The location also makes visits by the Department's leadership much more difficult. These factors work to reduce supervision of Academy operations.

## B. Academy Staff

- The majority of the Academy training staff are dedicated to their jobs, the Massachusetts State Police and the Academy's mission, but have not received sufficient support and require expanded training and resources.

Due to a number of factors, the Academy staff is required to perform Herculean tasks in an unpredictable and abbreviated time frame to prepare for and conduct a quality training program as each training troop is formed. It would not be possible for the Department to achieve the quality of training that it does without the effort and contributions of the individual members of the Academy staff. However, because of competing priorities, limited resources, and the Academy staff tradition of performing adequately under less than ideal conditions, the Department has historically expected the staff to do more with less.

The number of uniformed staff assigned to the Academy numbers approximately 20 officers when a State Police recruit class is not in session and increases to approximately 50 officers for the duration of a recruit training troop. The Department deploys troopers from throughout the Department who are temporarily assigned to New Braintree. In addition to the 20 full-time staff, a number of other officers will come to teach specific topics for different lengths of time during the training program. The Academy has several internal sections, but for the Commission's purposes, the staff is generally divided into four administrative functions for the typical State Police recruit class. These are the:

- Academic Staff that provides classroom academic instruction;
- Health and Fitness Unit that directs physical fitness and health training and provides medical services as required;
- the skills based instruction programs, such as defensive driving and firearms training, that are directed by on location staff;
- Drill Instructor Staff that directs the modified stress and military drill portion of the program.

The Commission heard convincing testimony that with recent classes, the inexact and unpredictable time frames by which recruit classes are scheduled dictated large class sizes to meet the Department's personnel needs. This, in turn, placed inordinate strain in two ways on Department resources to adequately conduct training. First, the large number of students required a large number of temporary staff at the Academy –

personnel taken temporarily from their normal positions throughout the Department. Additionally, the large number of students strained the physical capabilities of the Academy's facilities.

The Commission also explored the availability of alternative resources only to learn that there is no mechanism in place by which the Department can obtain outside instructors or experts to supplement the training staff. There is no mechanism to pay for their services. The Commission was also told that the Academy's remote location limits the pool of officers willing and able to volunteer for Academy training duty.

- In the case of the 78th R.T.T., alleged actions, if true, were inconsistent with published training policies and procedures.

It was not the mandate of this Commission to conduct an internal or administrative investigation of the incidents alleged to have been performed by certain members of the Academy staff in August 2005. The State Police Internal Affairs Section is conducting the investigation. However, it is clear from the Commission's efforts that activities such as those alleged are not supported by the Academy's policies, procedures and training protocols.

- The remote location of the Academy discourages some highly qualified instructor's participation in the Academy training program.

While the location of the State Police Academy offers extra space and security for training facilities and operations, the location also has a negative impact on recruiting the most qualified personnel for the Academy staff. Due to its remoteness and the extreme demands in time and effort required of Academy staff, personnel applying for assignment to the Academy are generally limited to those individuals who live in close proximity to the Academy. This is not meant to suggest that the Academy staff is not competent. Rather, it is in the best interests of any organization to make personnel decisions from as large a pool as possible that includes diversity not by just gender, race or ethnicity but also by professional and personal experience, education and other qualities that contribute to the training program.

### C. Health and Fitness

- The quality of recruit medical care provided at the State Police Academy is excellent and is designed and implemented to prevent injury and protect recruit health and fitness. Any hospitalizations or medical treatment provided during training are the result of an extreme sensitivity to recruit needs and not the result of abusive training.

The Health and Fitness component of the Academy's training operations is arguably one of its strongest assets. It is designed not only to react to injuries and illnesses incurred during training but to prevent as many injuries as possible. This aspect of the training program provides health education and a well- designed physical fitness

regimen that emphasizes the benefits of total health through an awareness of the attributes of a healthy lifestyle including proper nutrition, exercise, rest and an emotionally balanced lifestyle. The Health and Fitness staff is extremely dedicated to the physical well-being of each recruit.<sup>4</sup>

#### D. Leader Development

- The Department does not possess a sustained commitment to leader development. The absence of a long-term plan and appropriate resources makes the identification, training, education and socialization of potential future leaders haphazard.

The Department lacks a purposeful system to develop leaders. Massachusetts State Police officers advance in grade and responsibility through a system of examinations and seniority. While an equitable system, it does not necessarily advance the best leaders. It is possible to be a poor leader, but good test taker and advance into a leadership position to the detriment of the organization. Efficient leader development systems, like that of the U.S. Army, lay out a comprehensive system of job standards, education and successful job performance in progressively more difficult jobs as a proven means to develop leadership.<sup>5</sup>

One of the most critical elements for the success of any organization is the development and education of future leaders. Due to the tendency of many organizations, including the Massachusetts State Police, to focus on daily/short-term tangible results, long-term, strategic issues, including the development of future leaders, are often overlooked. The Department's commitment to leadership development must begin with the Academy training program developing necessary leadership skills for entry-level officers. It must continue as officers progress through their careers. Those displaying the greatest potential for leadership should be provided the opportunity to attain the education and experience necessary to make them effective future leaders of the Department.

#### E. Selection and Screening

- The majority of recruits resigning in the first days of training do so in part because of the failure of the Department's selection and screening process to adequately identify candidates with the abilities and commitment necessary to complete the training process.

The Commission identified the selection and screening process as the portion of the training process where the greatest improvement could be achieved with the least

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<sup>4</sup> Civilian medical personnel saw 43 people off-site during the 78<sup>th</sup> R.T.T. period having been referred by the Academy H&F Unit. After reviewing the statistics (not confidential medical records) and interviewing both H&F personnel and recruits, the Commission found that these actions were not the result of abusive training.

<sup>5</sup> Department of the Army Pamphlet 350-58, *Leader Development for America's Army: The Enduring Legacy*, (Washington: Government Printing Office), 1994.

amount of effort. Despite the many steps involved in this procedure (or perhaps because of them), the process provides a false sense of adequacy. In too many cases, the current system only identifies those capable of meeting minimally acceptable standards but not those who possess the emotional and physical commitment necessary to succeed in the training program. The Commission believes that this contributes greatly to the high attrition rates at the Academy. Likewise, there has been no effort on the part of the Department to identify qualities that differentiate successful from unsuccessful candidates that might help focus the selection process.

- Individual exit interviews from the 76th and 77th R.T.T. conducted with each resigning recruit and reviewed in their entirety by the Commission revealed no reports of abuse. Rather, a lack of physical and psychological preparation was most commonly cited as the reason for resignation.

The Commission reviewed all exit interviews for the 76th and 77th Recruit Training Troops and found no evidence of abuse. Virtually every individual who resigned from the Academy stated that they had been treated fairly during their time at the Academy but were not physically or psychologically prepared for the training regimen they faced.

- The shortcomings of the selection and screening process contribute to the misuse of medical deferments pushing unqualified candidates forward into future classes (sometimes more than once) taking scarce training seats from better-qualified personnel.

The use of deferments by candidates being considered by the Department for appointment to the Academy has become dysfunctional and the policies for their use should be reviewed. Due to the long and uncertain length of time between written examination and recruit class appointment, many recruits opt to defer appointment to a later training troop. In many cases, this is a legitimate use of the practice due to the candidate's inability to participate because of a recent injury, illness or personal/professional matter, e.g. the birth of a child or deployment of a candidate's reserve unit to Iraq. Additionally, the Department may grant deferments to individuals who have already begun the training program because they are not prepared for the training program. In this latter case, the recruit almost always resigns from the subsequent class as he or she is still not ready. This practice restricts the number of seats available depriving better-prepared recruits an opportunity.

#### F. Recruit Training

- The Department's training program prepares the recruit for the unique demands that will be placed on him or her as a Massachusetts State trooper. It serves to develop the trooper's self-confidence, pride, competence, and esprit de corps. It forms the recruit's identification with the organization and helps him or her internalize the organization's core values.



There is strong evidence that the Academy adequately prepares recruits to advance the Department's mission by providing a thorough and demanding academic, physical and skills-based training program. All recruits are subject to a full spectrum of academic classes including but not limited to criminal law, motor vehicle law, evidence identification, public speaking, court procedures, ethics, diversity awareness, and community policing principles. Recruits are required to take and pass 10 multi-disciplinary written academic exams during their training. Recruits are also required to participate and obtain passing grades in a strenuous physical training program emphasizing flexibility, aerobics and strength training that in the words of some respondents put them in the best shape of their lives. Skills-based training is also required. This involves passing grades in firearms training, defensive driving, water rescue, first responder training, patrol procedures, confidence course training, and self-defense tactics. All of this training takes place within a strict paramilitary setting that includes military drill and a significant commitment of time and resources to role-playing and scenario based training.

While the knowledge and skills developed during training are obviously important and fundamental to the trooper's professional success and the Department's organizational success, the Commission also discovered that more subjective qualities developed either consciously or accidentally during the training program are as important to the trooper's long-term safety and success. The nature of the demands placed on the Department's officers listed above, combined with the practice of patrolling in single officer cruisers covering a very large patrol area with perhaps only one other officer within the same general patrol area, requires an officer to possess the ability to act independently and decisively. Officers must quickly develop and possess the ability to multi-task by listening for meaning, constantly observe for patterns of behavior, analyze disparate and often conflicting data, and respond decisively in a manner appropriate to that situation. The Academy training program begins an officer's development of these skills by subjecting recruits to situations in the Academy, both planned and incidental, in which they are required to develop and use the same skills that will enhance their effectiveness and safety in the field.

Hence, a major function of the Academy is socializing new members to the organization's mission, goals, values and acceptable behaviors. Additionally, Academy training provides the emotional qualities necessary to perform with confidence and competence. The recruit training program establishes the foundation for lifelong professional qualities that serve the individual trooper, the State Police and the citizens of the Commonwealth.

- During the training program, the Academy fails to transition between the training phases outlined in the Academy training plan. According to the plan, the training program should allow the recruit increased discretion and decision-making authority as he or she moves from one phase to the next. However, the current approach appears dominated by the command and control style of the first phase. It inhibits recruits from achieving the

progressive degrees of autonomy and responsibility called for in the training plan.

While training documentation clearly establishes timetables and goals for each designated training phase, the reality is that the program fails to transition effectively from the authoritarian atmosphere of Phase One to the other more problem-solving and teamwork oriented phases of the training program. While certain adjustments do occur over the 26-week training period, the default practice is to retain strict and tight control over the recruits and their activities during all phases of training. This practice frustrates the accomplishment of training objectives and limits the Department's capabilities.

- The current use of gigs and demerits is ineffective and prevents their use to communicate effectively deficiencies to recruits and identify candidates who should be dismissed from the training process.

There is misunderstanding, confusion and misapplication of the use of gigs and demerits by the Academy staff during the training program, particularly during the initial stages of training. The tendency of Academy staff to issue gigs and in some cases demerits (five gigs equals one demerit) during early stages of training as a motivational and stress inducing tool is short-sighted and ultimately counterproductive to the system's intent as a disciplinary tool used to identify and remove unprepared or unmotivated recruits from the training program. Due to the haphazard, inequitable, and unplanned issuance of gigs during the primary phase of training there is understandable reluctance on the part of the Department's leadership to rely on the 25-gig limit as a reliable and valid standard by which to remove a recruit from the training program. Consequently, there is concern among some of the training staff that Department leadership does not support their efforts to identify the recruits that should not be part of the training process.

It is quite obvious to the Commission that both parties seek the same thing – the dismissal of recruits who cannot meet the program's standards, but there is a misunderstanding of each party's view. There are several answers to this situation, but it is critical to the mission of the Department that the dismissal process be strict, effective and fair to ensure that only those fully qualified to perform as a State Police trooper graduate from the Academy.

- Currently, the Academy personnel operate under the assumption that the selection process is ineffective and hence that Academy training is a continuation of the selection process. Staff expect the high attrition rate that results. The Commission understands why personnel make this assumption and only an overhaul of screening and selection will correct this problem.

The Department's selection and screening process employs a six-step process to identify and select candidates for admission to the Academy. As discussed earlier, this process, while well documented, is inefficient in its execution contributing to the 33%

failure rate of Academy recruits. The vast majority of these candidates resign within the first few days of training as a result of their failure to adequately prepare themselves physically and psychologically despite the information presented during the Academy's orientation session for new recruits. Due to the inefficiencies of the selection and screening process using Academy training as a selection tool makes sense.

- The Field Training process is a continuation of the selection and screening process that could be made more effective with changes in the selection process and a review of its function and procedures.

However, there appears to be an unspoken belief within the Department that once a recruit has graduated from the Academy, they are presumed to be qualified for their role in the Department. This presumption is true in almost every case but in rare instances, an officer not capable of performing has entered the Field Training program. Given the presumption of competence mentioned above, the Department has retained these rare incapable officers who subsequently embarrassed themselves and the Department. The automatic pass approach to field training places additional strain on Academy personnel reinforcing their perception as gatekeeper.

The Commission heard testimony that indicated that there are a very few cases where new troopers have had their break-in training period extended and have been required to ride with a number of training officers due to their inability to perform competently in that function. The Commission was made aware of only one instance in the past 20 or more years during which an officer had been released due to poor performance in the Field Training program. The Department has clear guidelines in place governing the Field Training program and every effort should be made to provide new officers the opportunity to succeed in this position. However, in those very rare instances when a new officer is simply not able or willing to make the effort to achieve competence then adequate steps must be taken to release the probationary officer.

There is a great deal of organizational, cultural, and self-induced pressure placed on the Academy staff to produce classes that exceed the standards achieved by previous training troops. Part of this pressure comes from the historically inaccurate belief that the Academy training program is the last opportunity to identify and remove unqualified or substandard individuals before their appointment to the Department. In reality, all officers who graduate from the Academy are placed on a probationary period for the first year of their service and can be dismissed. Nevertheless, there is a dysfunctional tendency within the Department to preclude the dismissal of low performing officers after Academy graduation except under the most extreme circumstances.

#### G. Stress Exposure Resiliency Training

- Given the unique requirements of the State Police role, the Commission affirms the use of stress exposure resiliency training as a means of developing recruit leadership abilities, self-confidence and other necessary qualities to successfully meet the requirements of the job.

Any officer serving within the ranks of the Massachusetts State Police must not only be intellectually and physically prepared but also emotionally and psychologically equipped to operate and effectively respond to extremely stressful situations that they will encounter during the performance of their duty. It is only natural that recruits should be exposed to situations in training that will challenge and develop the skills they will need on the job. It is misguided to intentionally create a situation where a professional must respond to an expected challenge without reasonable training and opportunity to practice. Stress exposure resiliency training provides job related experience in a controlled environment preparing recruits for their roles as troopers.

#### H. External Factors

- The current practice of sporadically testing and subsequently training exceptionally large recruit classes due to budget/resource constraints has severe negative consequences for the quality of Academy training and the Department.

The Commission examined many issues that have a direct impact upon the Department and its training operations but are not under the control of the Department or its leadership. The written examination for applicants to the upcoming 79th R.T.T. was given in June 2002. Assuming the class begins as scheduled in April 2006 and graduates in October 2006 it will have been four and one-half years between examination and graduation. For many the wait was too long and many highly qualified candidates declined appointment choosing other career options. Concurrently, qualified candidates who want to participate in the selection process cannot, as there has been no test since 2002. This practice reduces the number of highly qualified candidates and has the potential to negatively impact the Department by forcing the selection of less qualified candidates.

## II. Commission Recommendations

The following represents the Commission's suggestions for program changes that in our opinion would serve to improve the quality of the training and public safety operations of the Massachusetts State Police. Some of these recommendations will require legislative support, but the Commission tried not to limit its thinking to those areas directly under the control of the State Police. The Commission makes recommendations in the following seven key areas:

### A. Academy Management and Department Leadership

- Clarify training chain roles and organizational relationships.

It appeared to the Commission that there was significant autonomy in conducting training operations with the 78th R.T.T. While a certain degree of discretion is desirable and appropriate, there is also the requirement that all managers and supervisors ensure that actions taken by the Academy's training personnel adhere to all applicable policies and procedures. Additionally, there appeared to be some confusion about job descriptions and roles that resulted in extra work (and pressure) on some while other tasks were not accomplished. A thoughtful review of who does what and who is responsible to whom (and consequently who should report to whom) would greatly increase the efficiency of Academy training operations.

- Increase and maintain managerial contact and effective communication with the Academy's management and staff.

The Commission accepts the location of the Academy as a given. This said, the Department's leadership must remain mindful of the promises and perils of the New Braintree site. The vast area at the Academy makes an adequate site for current operations and allows for significant future expansion that can develop this facility into a first class regional training center serving the needs of public safety professionals throughout New England. On the other hand, the location of the Academy is remote and requires extraordinary actions by the Department leadership to supervise training operations there.

Part of the issue involved in the alleged incident during the 78th R.T.T. was a failure to communicate during the training program. The Academy and the Department must make a commitment to engage in meaningful two-way communication regarding problems, opportunities and progress during the entire training process. This communication effort should include appropriate communication between all parties involved in the training cycle including recruits, Academy staff, management and Department leadership. In addition to site visits, email, periodic reports or other management tools, the Academy should consider the use of a valid and reliable survey instrument at various times during the training process to collect and analyze feedback from the recruits providing another means of unfiltered communications and potentially improving the training program. The Academy staff should also engage in regularly

scheduled debriefings with recruits during the training program to create an understanding of the nature and condition of the overall training program.

- Create an independent external audit team consisting of police training experts who would periodically review Academy operations to ensure program quality and adherence to established and proven training doctrine.

Department leadership should periodically take those steps necessary to identify and recruit a team of police and training experts who would review all facets of the Academy training program with the goal of recommending appropriate improvements in its operations. Independent, impartial, and objective review, criticism and feedback are critical elements required for the constant and continual improvement of the Department's training program. It is imperative that training operations be subjected to outside review and a fresh perspective to ensure not only compliance with existing policies but also to permit the organization to continue its efforts to develop and maintain a regional and national model for police training and education.

- Create the position of quality control officer and assign a senior officer to the position. The position's duties would be to ensure the quality of daily operations; make recommendations for improvements in training; serve as an ombudsman for staff and recruits' issues; and periodically address recruits to provide an overview or purpose to the training process. This position should report to the Deputy Division Commander for Training and have the authority to report directly to Department leadership if necessary.

The Department should consider the appointment of a commissioned officer, preferably holding equal rank to the Academy Commandant, to serve as quality control officer who would act as an independent observer of the training program. This officer's function would be to observe and report opportunities and obstacles from all facets of the training program. Additionally, this officer would engage recruits in conversation and serve as an ombudsman for and report on legitimate concerns and issues expressed by the recruits. It is important to understand that this position would work with both the training staff and the recruits to improve the quality of training, as the intent is not to create a position that solely protects recruits.

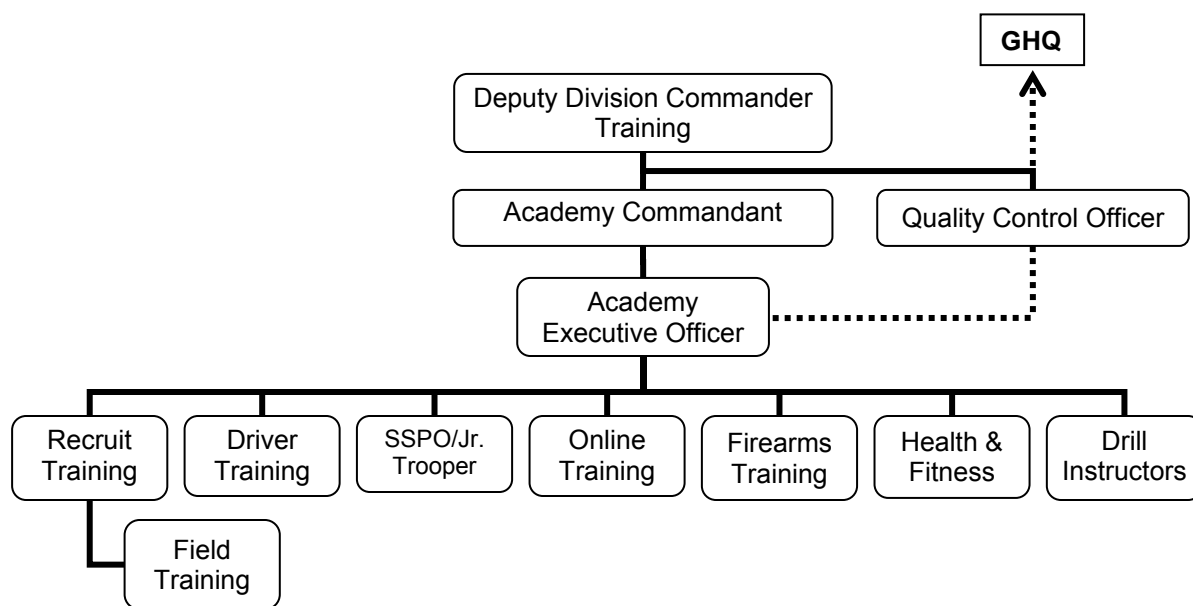


Figure 3. Proposed Organizational Table for the Massachusetts State Police Academy

- Constantly and continually seek to identify and incorporate appropriate best practices in police recruit training into the Academy training program.

In addition to the appointment of an external audit team, the Department and Academy staff should proactively seek to identify and incorporate best practices from the public or private sector into the Academy's educational, training and management efforts. These best practices need not be restricted to training methods but can also include management techniques, educational practices, and any other relevant trend or idea that will serve to improve either the Academy's or Department's operations.

- The Commission recommends the following changes in State Police policy manuals:

WHERE APPLICABLE: Language should be included in State Police Academy training manuals that prohibit "conduct that promotes no legitimate public safety objective, but serves to merely denigrate an individual by creating a humiliating, hostile, or offensive work place."

Policy and Procedure Manual - Training-01: Should be amended to require the Commandant to ensure that instructors are appropriately prepared and qualified, and that their performance comports with all policies and rules of the State Police.

Policy and Procedure Manual – Training-02: Should be amended to discuss the goals and objectives of the training program so that recruits understand the purpose and goals of stress exposure training.

Rules and Regulations 2.0 (Organizational Values): Should be amended to reflect more than protection of constitutional rights. They should include respecting the dignity,

integrity and bodily safety of all individuals, including citizens, fellow officers, Massachusetts State Police civilian staff and recruits.

Academy Staff Manual p. 14: Should be amended to ensure that an individual independent of the Academy staff conducts the exit interviews when recruits resign.

Academy Staff Manual p. 31: The definition of profanity should be enlarged to include cruel and abusive language.

## B. Academy Staff

- Seek to provide appropriate incentives to increase the number of instructors willing to serve at the Academy.

The Commission interviewed Academy staff members and found them to be competent and dedicated. Unfortunately, the Academy's remote location limits the availability and willingness of some officers. The Department should develop appropriate incentives to encourage those who are most qualified for the positions.

- Expand Academy staff training to include stress awareness for both personal well-being as well as an understanding of its role in training, cross-disciplinary training, team building and educational/training theory with an emphasis on the effective implementation and goals of stress exposure resiliency training.

As with all other aspects of the Academy's training operations, the training program for Academy staff is well documented and clearly describes the required steps and procedures. In the Commission's observation, the current program is too focused on technical aspects of the separate pieces and not sufficiently focused on the big picture. The Commission recommends that training be expanded to include education and experience aimed at understanding the program's goals and methods. A section should be added involving stress and psychological awareness that would provide an understanding of the methods and goals of stress exposure resiliency training as well as an understanding of the effects of stress on individual staff members. This portion of the program would focus on the dynamics and consequences of stress not only as a consequence of police and academy work, but also the use of stress in training. Additionally, staff training should explore the possibility of instructors from one area becoming involved in new areas of recruit training. This cross-disciplinary team teaching approach would benefit the academy staff by breaking down perceived barriers between current groups of instructors, reducing stress by sharing the training load and providing opportunities for the staff to learn on the job from other staff members.

- Take the steps necessary to incorporate experts in various fields from outside the Department into its Academy staff preparation and recruit training curriculum.



The Commission believes that Academy training should be as realistic as possible. To this end, the Commission supports and encourages the inclusion of instructors from outside the ranks of the Department as either full or part-time instructors during the training process. In an age where most police departments are heavily involved in the community policing and homeland security operations, it will serve the Department and its recruits to observe the principles of other agencies at an early stage of their career.

- Commit the resources necessary to develop, implement and maintain a professional organizational staffing plan for the Academy.

Because of unpredictable timelines, the Department has been forced to keep the number of full-time Academy employees low and supplement their numbers with temporary instructors from the rest of the Department when training demand surges. While this process has worked well for the Academy over the years, it places great demands on the rest of the Department when troopers leave their normal posts to fill temporary Academy positions. Additionally, the role and demands placed on the Academy independent of recruit training have grown tremendously over the years and require a staff that has the time, opportunity and resources necessary to adequately prepare and remain current in their Academy function. To ensure the future quality of the program it is imperative that sufficient personnel are assigned and become competent and experienced in their function so that adequate preparation may be undertaken, educational and training opportunities pursued, and that critical aspects of the program do not become dependent on the efforts of a single individual.

As a result of increasing demands, the Department should review and refine the Academy staffing plan. The staffing plan must ensure that there is adequate supervision stationed at the Academy particularly as it relates to the Drill Instructor Staff during recruit training so as to have a functional ratio of recruits to drill instructors. Additionally, the Commission recommends that two supervisors, one holding the rank of Lieutenant to serve as the commanding officer of the Drill Instructor Staff and a second, holding the rank of Sergeant to serve as second-in-command, be assigned to the evening shift. This follows from the instructor buddy system described on page 38 as well as to ensure adequate supervision.

- Develop and implement survey instruments, processes, incentives and training programs designed to select and prepare the most qualified Massachusetts State Police troopers to serve on the Academy staff.

The selection of Academy personnel is a fundamental task for success of the training program. Officers should be selected based not only on their competence, but also on their commitment to the core values and processes of the State Police. Academy personnel should possess a natural range of perspective, well-balanced interests, and the personality characteristics and traits that will allow them to effectively understand and deal with the complexities of human reactions including cognitive, behavioral, physical, and emotional interaction during the training regimen. The Department should explore development and implementation of valid and reliable surveys that can identify

an instructor's ability to adhere to these qualities and remain committed to the overall goals and objectives of stress exposure resiliency training.

### C. Leader Development

- Develop a long-term commitment to identifying, training, educating and encouraging future Department leaders through progressively more demanding job assignments, institutional training and education and opportunities for self-directed study.

The Academy appears to perform well in its training mission but could do more to infuse leader development into recruit education. Initially, Academy training can facilitate leader development by taking steps to ensure current programs are congruent with the letter and spirit of the training curriculum as outlined in the Academy's training directives. For example, there must be a clear and unmistakable transition between phases of training. Recruits must be provided the opportunity to practice leadership and problem solving and not simply be expected to complete a series of tasks assigned to them by the staff. Recruits must be provided the opportunity to analyze situations, establish priorities and to commit and learn from mistakes while still in the training program. Recruits must suffer appropriate consequences as the result of their decisions with the intent of making the consequence a learning experience.

The Academy should also add a situational ethics component into the program that requires recruits to apply ethical reasoning learned in the classroom to real and unexpected situations they find themselves in as recruits. This involves subjecting recruits to situations at unexpected times and locations during their daily routine. This training should be instituted as part of the program at an appropriate time. This would require recruits to respond differently and appropriately to different situations that they encounter during their daily routine. In the simplest terms, training shows how while education explains why. By incorporating flexible response and situational ethics into the overall Academy experience the training program will create a better recruit and trooper by providing them the opportunity to analyze and act rather than obey and respond.

The Commission further recommends the formation of a leadership development system. Leadership is the key necessary for the Department's continued success and improvement. Strong leadership ensures that the continuity and effectiveness of Department operations and provides each member of the Department with a sense of purpose and direction. Arguably, one of the most critical steps in any leader's job is to prepare for their departure and the future of the Department by preparing future leaders to assume leadership roles. Leader development requires a commitment by present Department leaders early in an officer's career. All officers must be given the opportunity to develop their leadership potential but only those possessing the highest qualifications must advance to the next level in a sequential and progressive development program that addresses the requirements of each supervisory,

management or leadership position. This program would be similar to the one used by the U.S. Army and appropriate for an organization like the Massachusetts State Police.

It is paramount to understand that all leaders are developed, they are not born. For police officers, like any other people working in organizations, exposure to values, training, and job experience over the entire length of their career is the foundation for leader development. In turn, the creation of a leader development system perpetuates the mission, values, and goals of a police agency or any other organization. How then does one purposefully and thoughtfully cause this to happen?

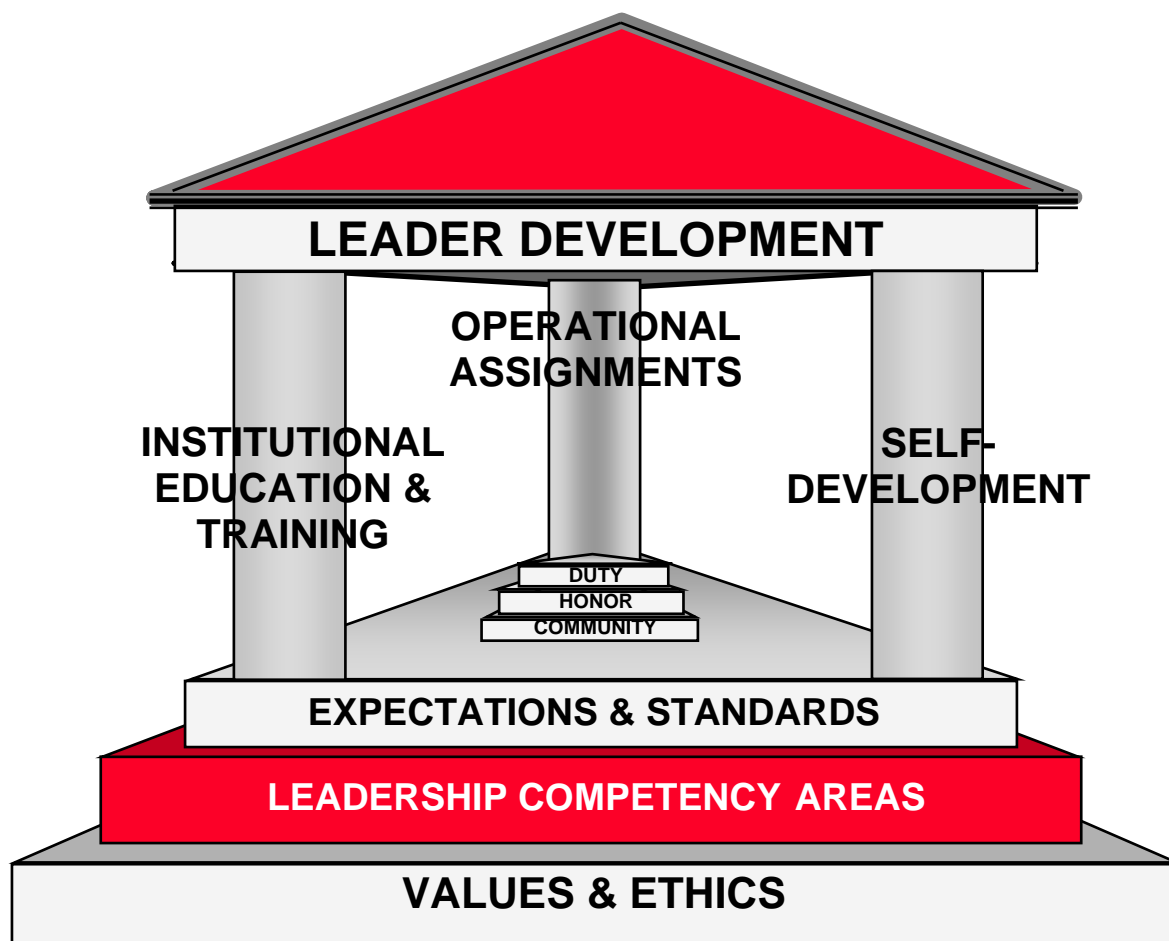


Figure 3. Leader Development Model

Three concepts form the foundation of any leader development process: Values and Ethics, Leadership Competency Areas and a supervisor's Expectations and Standards. Values and Ethics go beyond selecting the right personnel. These concepts must be trained and refreshed throughout a police officer's entire career as the potential pressures from one's peers, job conditions, or outside influences apply a constant albeit subtle force on law enforcement professionals. Regardless of the stage of one's career, police officers must maintain the standards of their profession.

The next fundamental component of a leader development program is the identification of Leadership Competency Areas. These are the specific leadership skills or behaviors that are required of leaders at each level within a department to adequately perform their jobs. How can one develop as a leader if one does not know what is required of them as a corporal, sergeant, lieutenant, et cetera? These competencies must be spelled out if leadership is to develop throughout a career.

The last component of the foundation of a leader development program is Expectations and Standards. Expectations and Standards are set and maintained by leaders at every level of the organization for subordinate leaders and workers.

Resting upon the constants of this foundation are the dynamic pieces (or core activities) of a police career. These include Operational (job) Assignments, Institutional Education and Training and Self-Development. Among these, Operational Assignments, Institutional Education and Training and Self-Development. Among these, Operational Assignments is the most important. While depicted as a separate area in the diagram above, leader development from Operational Assignments becomes significantly more effective when coupled with an officer's Institutional Education and Training. Complex behavior such as leadership is learned by putting the knowledge gained from formal training and the lessons learned by observing other leaders into practice and allowing the lessons learned to guide future leader behavior.

It becomes critical then to have periodic Institutional Education and Training. If done rationally, this step is linked with the leadership competencies identified for each rank in a police agency providing a common vocabulary and understanding of police work among personnel of a similar rank. Additionally, periodic education and training provides the theoretical concepts to understand, analyze, and learn from leadership experiences in the other two pillars of the model.

The first two core areas will inevitably help the developing leader to identify their own individual training needs leading to the third pillar of leader development – Self - Development. As the name implies, Self-Development is what a developing leader does on his or her own to correct shortcomings and/or reinforce strengths. These can be any number of learning projects such as college courses, technical training, reading, writing or similar learning tasks performed either on or off duty. The effective and thoughtful implementation of these principles will create a network of reinforcing leadership development processes producing solid leaders at all levels of any agency.<sup>67</sup>

The Academy, while professing their commitment to the development of a recruit's leadership ability, has in reality been instilling habits of unquestioned obedience into the Department's recruits. As complex and chaotic as it may sometimes be, the Academy has a moral and professional obligation to take the steps necessary to develop a

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<sup>6</sup> Ibid.

<sup>7</sup> Howard T. Prince, John F. Halstead, Larry Hesser, "Training Bulletin #2" in *Police Chief*, March 2004.

recruit's full leadership capabilities as demonstrated by effective analysis as well as decisive and independent action.

#### D. Selection and Screening

- Undertake an extensive systems review of the current selection and screening process to reduce Academy attrition by developing and implementing a more effective process that removes unqualified recruits as early as possible.

The Department should conduct a study to identify those character traits and aspects of personality and ethics that define the successful State Police officer. The Department should ensure that the selection and screening process works to identify individuals with these traits.

The Commission's examination revealed that there are a number of systematic and potentially serious deficiencies in the Department's execution of the six steps in the current selection and screening process. Should an applicant have no automatic disqualifying criminal activity, possess a sufficiently high written exam grade, and pass the required medical examination, they are in practice virtually guaranteed a seat in the training troop. A person's poor work, education or other history that may serve as a predictor of future behavior are not effectively considered. In fact, the Commission heard evidence that suggested that in some ways the Department's selection and screening process works to the disadvantage of the Department by filling training seats with less desirable candidates at the expense of those with higher potential.

- Make the oral board interview an important and effective step in the selection and screening process.

The oral board interview is badly designed and its use as a screening and selection tool is ineffective. In practice, the oral board interview is not used as a screening instrument but rather as a ranking tool to break ties for applicants holding the same written exam score. The Department offers every individual scoring at or above the cut-off score the opportunity to participate in the selection and screening process. Given the high numbers of participants and high scores, many people have identical written test scores. In order to rank these individuals, the oral interview board awards a score to each individual based on their performance before an interview panel. Due to time constraints, a number of different panels each consisting of three State Police officers, concurrently conducts these interviews. In order to compare candidates using the same measures, the panels all use the same interview questions and do not deviate from them even if opportunities are indicated. Depending on the needs of the Department, an interview cut-off score is established and candidates with identical written test results scoring above this mark will attend the Academy while those below it will be deferred to a later class.

This practice is flawed on a number of levels. The interview's impact is rather narrow. The oral interview is only used to rank candidates within a given score. For the 77<sup>th</sup> and 78<sup>th</sup> R.T.T., people scoring 99, 98 or 97 on the written exam got a training seat regardless of their oral interview board results. For those with a score of 96, their oral board interview score only determined whether they would be a member of the 78<sup>th</sup> or 79<sup>th</sup> R.T.T. For future classes there are more than 1,000 applicants holding a written exam score of 95. Should the Department seek to enroll candidates from this grade level, the oral interview board score becomes the single determining factor in their admittance – assuming of course that there are no other issues involved that would preclude their attendance.

The questions used by the boards are overly generic and do not contain any situational or hypothetical problems that test the candidate's judgment, analytic ability, tolerance for stress, or his or her ability to make good decisions under stress. Further, there is no method for the board to question or rate the applicant on the basis of the information provided in their written application even though this is arguably the most important aspect of the applicant's qualifications. The candidate's past history, as related in their application, should be the subject of scrutiny and a determining factor in their score. The current process only allows the board to differentiate between candidates with identical written test scores. It does not allow the board to determine a candidate's willingness and/or suitability for the Department and make an appropriate recommendation as to whether or not a candidate should continue in the selection process.

Without the ability to make a recommendation regarding the candidate's retention or removal, the interview process can actually work at times to deny admission to more qualified candidates. In this scenario, an individual with a slightly higher written grade but an unacceptable oral board result (based upon explicit criteria) will be accepted while the individual with a slightly lower written grade and exemplary oral board result will not. The current use of the oral board is in need of close scrutiny since in reality it is likely that in some cases more suitable candidates may be denied entrance to the Academy based entirely upon a minor difference in written score.

The Department should also consider making the interview the final step in the selection process and allow information discovered as a result of the background investigation to be part of the interview process. To ensure fairness the recommendation for removal should be reviewed by higher authority and be appealable by the candidate in some fashion.

- Examine raising Academy admission physical fitness standards to reduce the number of candidates who resign or claim injury due to the level of physical activities in the Academy training.

The Department currently requires applicants to pass physical fitness standards that do not serve to evaluate effectively the physical preparedness of a candidate in many cases. The Commission believes that this omission contributes significantly to the Academy resignation rate. The Commission's investigation indicated that the vast

majority of recruits who resign from the Academy did so in the first two weeks because they were not willing or able to make the physical and emotional commitment necessary to succeed in an admittedly and purposefully demanding situation. The selection and screening process must not seek to identify merely qualified candidates but rather the most qualified candidates who, through an examination of a number of factors are believed to possess the prerequisites not only to succeed but also to excel as a recruit and future trooper. The Commission heard testimony that described the Department's physical fitness test as "a joke;" that is, not sufficiently rigorous to screen out those unfit to successfully complete Academy training. Documents examined indicate that in recent memory only one individual has failed the obstacle course.

Testimony to the Commission indicated that this might convey a false message to marginal applicants that the requirements for the Academy are not that tough and that exceptions or retakes will be the norm rather than the exception. In support of this supposition, it was reported to the Commission that on the first day of Academy training there are always a number of recruits who fall out of the first physical training run within the first 100 yards even though this run is paced at the same 40th percentile pace required to gain acceptance to the Academy. The Commission believes that for some marginal candidates, their experience in the screening process leads them to believe that less than full effort is all that is required for success at the Academy.

- Develop and implement a one-week live-in orientation program for potential recruits that recreates and accurately illustrates the demands of the Academy. This activity would better prepare candidates for the realities of the program and provide them the opportunity to make an early, informed decision regarding their attendance and participation in the training troop.

The Commission is concerned about the Academy attrition rate and believes that a one-week live-in orientation program for potential recruits should be implemented prior to the commencement of formal training. The purpose of this program would be to inform a recruit as clearly as possible about the Academy experience by placing them into a mock Academy setting. This program would allow the candidate to make an informed decision regarding their attendance by challenging their ability and commitment to succeed in the program.

- Use medical deferments only when a recruit is injured during training and not as a means to provide extra time for an otherwise unqualified recruit to prepare for the training program.

Too many recruits are using the medical deferment as a means to avoid the consequences of poor preparation for the Academy. The Department is somewhat responsible in this area as well through the practice of rather indiscriminately awarding medical deferments to unqualified recruits. The issuance of medical deferments should be closely scrutinized and only used in those cases where a recruit is injured through

the training process and has a reasonable chance of successfully completing the next training troop.

#### E. Recruit Training

- Adopt a multi-disciplinary team teaching approach to Academy instruction combining Academic and Drill Instructor responsibilities thereby eliminating the current functional division and friction within the Academy staff.

The Commission found that the current system used by the Academy of narrowly restricting the function of the Academy staff into specialized areas of instruction has become an obstacle to success, particularly as it relates to the Drill Instructor Staff. This practice tends to create a very narrow view of the overall goals and operations of the Academy depending upon one's assignment. To counter this and to provide a broader venue for each instructor's abilities and contributions, the Commission recommends that the Academy examine instituting a multi-disciplinary team approach to Academy instruction. In this practice, each instructor, regardless of their assignment would have responsibility for their subject expertise and for the care and well-being of a specific platoon. In this method, academic instructors would be responsible to assist with military drill training while drill instructors would be responsible to assist with academic instruction. Not only would this provide each instructor with the opportunity to contribute more completely to the program but it would also demonstrate to the recruits the concept of operational flexibility.

As part of this reform, it is recommended that the Academy institute a policy that requires all instructors, when interacting with recruits outside of the classroom, to operate in pairs. This is a policy successfully adopted by the U.S. Army to prevent unprofessional conduct in training units. This action would serve to mitigate situations where accusations can be leveled against an Academy staff member or recruit.

- Create a more progressive and informative system to replace or improve the gig/demerit system as a disciplinary or motivational tool and means to identify candidates failing to achieve Academy standards.

As described earlier, the gig/demerit system has lost its focus and original intent. The Department and/or Academy should develop a new and improved system that emphasizes positive reinforcement, corrective behavior, realistic consequences, and the sharing of relevant information designed to improve the recruit's performance or document the case for dismissal from the Academy.

- Improve the efficiency of the Field Training process by dividing the training and evaluation functions inherent in field training into two separate positions and activities.



The Department's Field Training program is a continuation of both the training program and selection process, although the latter function is often overlooked. Just as the Academy seeks to develop the skills and knowledge necessary for the new trooper to succeed at this phase of the initial training program and weed out those who do not pass muster, so should the Field Training program.

The Department must acknowledge that Field Training Officers are role models for impressionable recruits even though the recruit has successfully negotiated the Academy. Consequently, the Department must commit to selecting only those veteran officers who are competent and enthusiastic regarding their responsibilities as a Field Training Officer. Under the new goals of this program, a Field Training Officer's function would be to hone a probationary officer's job skills and prepare him or her for evaluation by a separate Field Training Evaluator. The evaluator would be a senior patrol officer who would rate the preparedness and competence of the rookie officer to assume all duties of a patrol officer. However, it would be clear that if the recruit was not learning adequately, that either Field Training Officer could recommend recycling the recruit for additional training or removal from training and the Department.

Commission members strongly believe that the key to the legitimacy and effectiveness of the Field Training program lies with leadership just as much with the Field Training Officers. It is critically important for Departmental leadership to be accountable for supporting Field Training personnel in this process. This does not mean that recommendations must be upheld in every case; it does mean that line personnel must be assured that their professional judgments are taken seriously by superiors at the Troop level and in Headquarters.

- Provide Field Training Officers, Troop Coordinators/Evaluators, and the Field Training Administrator with the resources, organizational support and authority to improve continuously the quality of the Field Training program.

It is critical to the success of the Department that each recruit officer is afforded the greatest opportunity to learn and succeed upon their graduation from the Academy. To do this, only those who are committed to the success of the recruit officers in their care should be chosen as Field Training Officers or Troop Coordinators/Evaluators. Additionally, only those recruit officers able to fully meet the standards expected by the Department should be retained at the completion of the Field Training process. The position of Field Training Administrator should be provided sufficient resources and authority to make the process a genuine and useful aspect of selection and screening. The Department has issued clear, written criteria for evaluation and all individuals involved in this critical process should base their decisions and opinions on these criteria.

## F. Stress Exposure Resiliency Training

- Eliminate the term “modified stress training” and replace with a term that more accurately and precisely reflects the goals of this portion of the training program. The Commission recommends “Stress Exposure Resiliency Training.”

The Commission determined that the stress portion of the training program is a viable and valuable component of the recruit's training and an appropriate method to ensure officers are properly prepared for Department operations. The Commission examined agencies that use both stress and non-stress training in their Academy programs. It appears that agencies are split fairly evenly between these two training methods. Relevant research also indicates that there is little relevant difference in the results of each type of training program in terms of job satisfaction and performance. However, the stress approach leads to significantly more commitment to the organization and internalization of its values. Additionally, the Commission concluded that tradition and other subjective elements are what make each model successful for individual departments. In the case of the Massachusetts State Police, this training protocol has long served to initiate recruits into the culture of the Department and has provided them with a sense of accomplishment, confidence, pride, competence and identification with the organization. The removal of this type of training would be a great disservice to future officers and the Department since it is most likely that they would suffer the professional stigma of not having succeeded in the same manner as all other officers of the Department. While each officer believes that the training they received was much more challenging than that received by newer officers, the reality is that the Department has remained remarkably consistent in its approach and training has been appropriate for its time.

The State Police carry out a complex mission for the citizens of Massachusetts. A key aspect of the work is making quick, accurate decisions in high stress situations. Competency in this area requires realistic training in controlled situations and job experience. Two theoretical notions support this supposition, how stress influences performance and a working definition of stress.

The relationship between stress and performance is a bell shaped curve. When stress is low, performance is low. As stress increases, performance increases to a peak. But after the peak, further increases in stress result in declining performance until an individual is so stressed that they cannot perform. Low, moderate and high stress are relative terms and vary between individuals, but the bell shaped relationship remains in tact. For example, given the same task, an untrained person's performance will peak when exposed to much less stress than a well-trained individual.

Given this relationship between stress and performance, a definition of stress will lead to methods that improve individual tolerance. Stress occurs when an individual is confronted with a demand. The confrontation amounts to an individual cognitively comparing their perception of the demand with their perception of their capabilities to

deal with it. When there is an imbalance between perceived demand and perceived capability stress exists.<sup>8</sup>

By exposing Massachusetts State Police recruits to realistic, demanding yet controlled situations, Academy training can both improve a recruit's perception of his or her capabilities and reduce the perception of the demand by successfully mastering it. In short, realistic training provides the tools to reduce job related stress and improve performance.

Hence, the Commission believes that stress exposure resiliency training is a viable and valuable training process as long as it is operationalized by stress between the recruit and the task and not between recruit and staff member. During this phase, stress should be created by the imbalance between the recruit's perceived capabilities and their understanding of the demand by manipulating the amount of time available to complete a task or the standard for success. Stress can also be created by imposing distractions and competing priorities into the training program. The key, however, is to ensure that the Academy staff understands the theoretical underpinnings of this type of training and keeps training activities job related. At no time should stress be used to demean or degrade recruits.

#### G. External Factors

- Conduct candidate testing every three years.

The current system of unpredictable and sporadic entrance examinations has negative consequences for both the Department and for the citizens trying to join the Massachusetts State Police. Because of budgeting for Academy classes, the Department is required to keep a written examination list for extended periods. The current list being used to fill the 79th R.T.T. is almost four years old. This means that an individual called to enter the next class has been waiting for almost four years. This creates at least three problems. As lists get older, individuals selected to attend the Academy have increasingly lower written scores. While the written exam is only one criterion, it is the single measure that gets a candidate into the selection and screening process.

Additionally, keeping a list for four years requires candidates to seek other employment while waiting for an Academy class to form resulting in some highly qualified people refusing the Academy's invitation when offered because they have moved on in their professional life. Lastly, newly interested people cannot get into the selection process since they cannot take the test. The bottom line is that many highly qualified people cannot join the State Police because of infrequent and unpredictable testing.

- Take the steps necessary to allow the use of polygraph tests, as used in many other states, as part of the screening process.

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<sup>8</sup> Prince, et als, *Leadership in Police Organizations*.

Polygraph examinations are used by many other states as part of their selection and screening process. The necessary authorization for their use should be obtained by the Department from appropriate authority. The results of any polygraph examination, either positive or negative, should only be one factor considered by the Department in determining the retention or dismissal of any candidate. The results of a thorough and comprehensive background investigation, supplemented by the use of the polygraph and other steps implemented by the Department will serve to identify those most qualified for admission to the State Police Academy.

- Determine the optimum Academy class size to conduct the highest possible quality training by using the smaller of two numbers: the previous year's attrition of troopers caused by retirement and disability or the capacity of the Academy.

While the nature and realities of the budgeting and selection process sometimes drive decisions, the Commission's goal is to improve the quality of training. Large, infrequent Academy classes lead to lower quality training and higher stress on both staff and facilities. Class size should be determined by the number of recruits that can be effectively trained balanced with the personnel needs of the Department. In the event that the Department suffers from an unusually high attrition rate prior to the enrollment of the training class, then two optimum size classes should be conducted instead of one large class.

- Conduct sufficient annual classes to produce the required numbers of high quality troopers to maintain State Police strength.

Among the reforms most critical to improvement of the quality of the Department's training operations is for the Department's leadership to continue their effort to obtain funding that would allow the Academy to form smaller classes on a predictable schedule. The current system, driven by legislative and budgetary concerns, forces the Department to enroll large classes that strain not only the selection process but also the Academy facility and staff resulting in lower quality training. The strains generated by the large class sizes also create a huge burden on the entire Department diverting larger numbers of workdays away from normal daily activities in order to properly prepare and conduct Academy training.

The Department is already in the process of addressing this weakness by taking steps necessary to incorporate an annual maintenance class of 75 recruits into the Department's annual operating budget. This improvement will have many positive consequences including the creation of a full-time Academy staff that will be better prepared for the class thus improving the quality of the staff, training and most likely the quality of trooper graduated. Additionally, predictably scheduled and smaller classes may provide a vehicle by which the Department may help reduce the Academy's resignation rate. With smaller class sizes, a more complete and predictable selection process with a more thorough interview process that examines an applicant's total

commitment and ability to succeed in the training program may emerge resulting in higher quality training.

- Secure the resources needed to conduct tri-annual candidate testing and annual training classes by creating either a separate line item in the existing budget or creating a separate budget altogether.

It is not sufficient to simply attain legislative authority to conduct tri-annual written examinations and annual training classes. The Department should also seek legislative authority to incorporate these items into the annual operating budget of the State Police Academy by the creation of a separate Academy budget. The need to conduct written examinations and maintenance training classes is a critical part of the Department's operations and should be treated as a necessity and not as a discretionary budget item.

- Establish career-long physical fitness standards for Massachusetts State Police troopers.

A Massachusetts State Police officer must remain of both sound mind and body and it is imperative that the officer be able to physically perform the sometimes demanding tasks expected of that officer. The Department should seek the resources necessary to produce both a valid and reliable entrance physical fitness standard and a commitment to establishing minimum physical fitness standards throughout an officer's career.

# APPENDICES

## Appendix A: Commission Members

**Kevin M. Burke, Esq., Chair:** Kevin Burke served as District Attorney in Essex County, Massachusetts for twenty-four years and served in the Massachusetts State Legislature prior to his election as District Attorney. He has coordinated and cooperated with various United States Attorneys, Attorneys General and District Attorneys, as well as a myriad of local, state and federal law enforcement agencies on a number of critical public safety issues. Mr. Burke has tried cases in the Superior Court and argued before the Supreme Judicial Court. He was also a member of the local Joint Terrorism Task Force, formed by the federal government to coordinate a response to terrorism after 9/11. During his tenure as District Attorney, Mr. Burke appeared numerous times before legislative and congressional committees testifying in support of changes in national policy. He is the author of the Massachusetts Victim Bill of Rights, which significantly and fundamentally altered the criminal justice system. Mr. Burke was a two-term President of the Massachusetts District Attorneys Association as well as a state representative to the National District Attorneys Association and a board member of the Anti-Defamation League.

**R. Michael Cassidy, Esq.:** Professor Michael Cassidy teaches and writes at Boston College Law School in the areas of Criminal Law, Evidence, and Professional Responsibility. He is considered an expert on the subject of prosecutorial ethics, and frequently provides training to public sector attorneys on their responsibilities under the Rules of Professional Conduct. During his extensive career as a government lawyer, Professor Cassidy prosecuted hundreds of serious felony cases at both the trial and appellate levels, including briefing and arguing several high-profile matters before the Massachusetts Supreme Judicial Court. Among his many professional and community activities, Professor Cassidy served as a member of the Governor's Commission on Corrections Reform, as a member of the Massachusetts State Ethics Commission, as Editor-in-Chief of the Massachusetts Law Review, and as a hearing officer for the Board of Bar Overseers. Professor Cassidy received his B.A. degree, magna cum laude, from the University of Notre Dame, and his J.D. degree, magna cum laude, from Harvard Law School. He served as law clerk to the Honorable Edward F. Hennessey, Chief Justice of the Massachusetts Supreme Judicial Court.

**John DiFava, (M.S.P. Ret.):** John DiFava holds the position of Director of Security and Campus Police Services at the Massachusetts Institute of Technology, a post he has held for the past four years. Immediately prior to his arrival at MIT, Director DiFava spent 28 years with the Massachusetts State Police where he held every rank in the Department, retiring as Colonel/Superintendent. Following September 11, 2001, then Acting Governor Jane Swift assigned Colonel DiFava as the interim Director of Security at Logan Airport during which time, he successfully returned credibility and security to an airport from which the aircraft that attacked New York's World Trade Center had departed. Director DiFava holds a Masters degree in Education, a Bachelors degree in Sociology and has attended the John F. Kennedy School of Government, the Federal Bureau of Investigation's National Executive Institute and MIT's Leader-to-Leader program. He is the recipient of numerous awards and citations in and outside of the law enforcement profession.

**John F. Halstead, (U.S. Army Retired.):** Mr. Halstead graduated from the United States Military Academy (USMA) in 1973. Commissioned in the United States Army as a Cavalry officer, he spent the next 26 years serving various assignments in the U.S. and Europe. Mr. Halstead's positions during his military service included Associate Professor of Leadership at the USMA as well as tactical assignments of increasing responsibility culminating in three separate battalion commands. Since his Army retirement in 1999, Mr. Halstead has worked as a police leadership consultant in conjunction with two other distinguished leadership professionals. Together, they edited a text entitled, *Leadership in Police Organizations*, which was published in 2002 and again in 2005. Mr. Halstead has conducted leadership development programs in police departments independently and as part of the International Association of Chiefs of Police program, *Developing Leaders in Police Organizations*. Mr. Halstead's educational accomplishments include a Bachelor of Science degree from USMA, a Master of Education in Adult & Higher Education from the University of North Carolina at Chapel Hill, and a Master of Arts in National Defense and Strategic Studies from the United States Naval War College in Newport, Rhode Island. He is also a Center for Creative Leadership certified facilitator for their multi-rater leadership survey instruments. In addition to editing *Leadership in Police Organizations* as listed above, he has written several short articles and reports covering police leadership and leader development in police organizations.

**Rhoda M. Pires:** Director Pires serves as the Academy Director for the Municipal Police Training Committee's Reading Regional Police Academy. She has been with the MPTC since 1982 when she was hired as a training coordinator. In 1989 she was installed as an academy director at the Topsfield Academy and has since served as academy director at the Needham, Burlington, Norwood and Reading facilities. As academy director, she manages training operations for in-service, recruit, reserve and specialized training. The academy staff, both civilian and uniform, is accountable to her. Director Pires has the responsibility to uphold student rules and regulations that were promulgated by the Massachusetts Criminal Justice Training Council. She has graduated more than 30 basic recruit classes and has served as an academy director for more than 16 years.

**Howard T. Prince, Ph.D.:** Dr. Prince is an experienced educator and leader who has held positions of increasing responsibility throughout a lifetime of public service. He is an experienced teacher who also has published widely on contemporary leadership topics and is the senior editor of a leadership textbook. He has been active in promoting leadership education and leader development on the national and international levels for many years as a consultant and speaker. On June 1, 2001, he was appointed to be the Director of the Center for Ethical Leadership in the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin. Previously he served as founding dean of the Jepson School of Leadership Studies and Professor of Leadership Studies at the University of Richmond. Dr. Prince is an honor graduate of the United States Military Academy at West Point where he also was a Professor and head of the Department of Behavioral Sciences. After serving 28 years in the United States Army, he was promoted to Brigadier General upon his retirement in 1990. His military awards include the Distinguished Service Medal, two awards of the Purple Heart for combat



wounds, two Bronze Stars for valor, the Bronze Star for service, the Distinguished Flying Cross for valor, the Silver Star for valor and the Combat Infantryman's Badge.

**Robert Wasserman:** Robert Wasserman is the Chairman of the Strategic Policy Partnership, a group that assists police and government agencies with performance improvement and policy development. He is also Chairman of the Board PSComm, LLC, an international law enforcement technology solutions firm. He previously served as the Senior Advisor on International Law Enforcement for the U.S. Department of State. Mr. Wasserman has had an extensive career in law enforcement. He has served as a senior executive in several large American police agencies, including the Boston Police Department, Houston Police Department and Dayton Police Department. He was the Director of Public Safety for the Massachusetts Port Authority, overseeing public safety at Boston's Logan International Airport. He served as Chief of Staff of the White House Office of National Drug Policy and was sent to Bosnia following the war, serving as both Deputy Commissioner and Acting Commissioner of the United Nations International Police Task Force. Over the years, he has consulted with police agencies around the world on issues of management and performance and has been at the forefront of a number of policing initiatives including CompStat, neighborhood-oriented policing, Kansas City patrol experiments, Dayton Team Policing, the San Diego Beat Profiling initiative, the Boston Community Disorders program and Police Recruit Training Year.

#### Commission Consultant

**R.C. Stevens:** R.C. Stevens has extensive experience in law enforcement and the use of psychologically driven techniques in investigation, intervention, and program development. A member of the Massachusetts State Police for 22 years, R.C. Stevens created and headed the Massachusetts Department of State Police Behavioral Science Unit. Recent work has included consultation and training for the federal government, airlines, and major transportation facilities on Homeland security issues. A member of the American Counseling Association, Mr. Stevens holds an advanced degree in counseling psychology and teaches within the Massachusetts State College system.

#### Commission Staff

**William F. Murphy:** William Murphy is a 25-year veteran of the Massachusetts State Police and holds the rank of Captain. During his career with the Department, he has served in the Division of Field Services, Employee Assistance Unit, State Police Academy, the Office of the Superintendent and the Division of Standards and Training. Captain Murphy, in addition to his service with the Department is also an Assistant Professor of Criminal Justice at Bridgewater State College. He holds a Bachelor of Science degree in Education from Suffolk University, a Master of Arts degree in Criminal Justice from Anna Maria College and a Master of Public Administration degree from the John F. Kennedy School of Government at Harvard University.

## APPENDIX B: Oral Board Interview Rating Guide

### MASSACHUSETTS STATE POLICE 79<sup>TH</sup> RTT ORAL BOARD INTERVIEW

Chair: "Good morning/afternoon (Mr./Ms. \_\_\_\_\_). The purpose of this interview is to provide the Department an opportunity to learn more about you as an applicant. The questions you will be asked are designed to further evaluate your candidacy and to compare you against the others seeking appointment. You shall not disclose – to any candidate – any of the questions asked during this interview. Try to remain relaxed; be thoughtful and honest in your answers. (Introduce the panel). Let's Begin."

<b>1. Please tell us what you know about the work of the Massachusetts State Police and why you are interested in a career as a State Police Trooper.</b>									
1	2	3	4	5	6	7	8	9	10
has limited knowledge of the job and unclear motivation			has accurate, basic job knowledge & average level of motivation				has firm understanding of job & seems highly motivated		
<b>2. As highly visible public authority figures, Troopers sometimes encounter hostility when interacting with citizens during the enforcement of law. What skills do you possess that may help you manage confrontations involving tension, anger or combativeness while effectively carrying out your duties as a police officer?</b>									
1	2	3	4	5	6	7	8	9	10
cited no practical skills to deal with these kinds of issues			cited some skills that give a basic ability to deal with these issues				cited well-developed skills to deal with these issues		
<b>3. The State Police provide public safety for the citizens of the Commonwealth. How has your personal and professional background prepared you to serve and interact with such a diverse population?</b>									
1	2	3	4	5	6	7	8	9	10
indicates limited experience with diversity			has had some experiences with diversity				has very diverse background		
<b>4. The ability to gather information accurately, through observation, conversation and the review of written records, is crucial for State Police Troopers. How has your training or education prepared you specifically for this responsibility?</b>									
1	2	3	4	5	6	7	8	9	10
has limited preparation for info gathering responsibility			has some basic preparation for info gathering responsibility				has thorough preparation for info gathering responsibility		

<b>5. State Police Troopers are called upon to demonstrate a strong sense of ethics and integrity. How have you developed a personal ethical and moral code? How has it been tested in work-related, academic or interpersonal situations?</b>									
1	2	3	4	5	6	7	8	9	10
does not articulate a fully developed moral/ethical sense			articulates a somewhat developed moral/ethical sense				articulates a fully developed moral/ethical sense		
<b>6. Troopers experience many situations requiring them to make quick decisions and take swift, authoritative action that complies with existing laws, rules, regulations, standards, policies and procedures. What knowledge, skills and abilities do you have that will help you prepare you for this aspect of the job?</b>									
1	2	3	4	5	6	7	8	9	10
shows little understanding of the importance of decision-making; lacks decision-making experience			shows some understanding of the importance of decision-making; possesses some decision-making experience				shows full understanding of the importance of decision-making; possesses concrete decision-making experience		
<b>For evaluation only – do not read the questions below to the candidate</b>									
<b>7. Verbal Expression: Was this candidate well-spoken and able to respond to questions in a clear, concise, logically organized manner?</b>									
1	2	3	4	5	6	7	8	9	10
responses were not clear and concise; thoughts were not expressed in an organized manner			responses were sometimes clear and concise; thoughts were expressed in a somewhat organized manner				responses were consistently clear and concise; thoughts were expressed in an organized manner throughout interview		
<b>8. Visual Appearance: Was this candidate's appearance neat, well-groomed and appropriately professional?</b>									
1	2	3	4	5	6	7	8	9	10
candidate did not appear in business attire as instructed and lacked a professional presentation			candidate appeared in business attire as instructed, with a somewhat professional presentation overall				candidate appeared in business attire as instructed and had thoroughly professional presentation overall		